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Analysis of Best Leadership Practices at Columbia
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THE ADMINISTRATION OF HIGHER EDUCATION EXTENDED CAMPUS
LOCATIONS WITH A DISTANCE LEARNING COMPONENT:
AN ANALYSIS OF BEST LEADERSHIP PRACTICES
AT COLUMBIA COLLEGE

by

Don Stephen Stumpf

(Under the Direction of Walter S. Polka)

ABSTRACT

The purpose of this study was to analyze the leadership practices of extended campus directors in the context of the administration of distance learning programs. The leadership practices of the 30 extended campus directors working for Columbia College of Missouri, at various locations around the country were measured using the Leadership Practices Inventory – Self (LPI – Self). This survey instrument was distributed using a secure email account established for the purposes of this study.

The researcher analyzed the quantitative data collected from the study using the one-sample z-test to complete a comparison of the leadership practices of the directors and the baseline data associated with the survey instrument. There were statistically significant differences at the .01 level ($p < .01$) noted for all leadership practices measured by the LPI-Self. There were also differences in the frequency of use between the self-reported leadership practices of the directors and the established norms for the LPI-Self.

Qualitative data for this study was obtained from a series of face-to-face interviews with selected participants. The interview transcripts were analyzed for

common themes. Three common themes, societal change concerning access to higher education, new challenges, and staff and faculty support, were identified relative to the campus directors and their immediate supervisors perceived utilization of best leadership practices. These themes were directly related to the most frequently used leadership practices, enabling others to act, encouraging the heart, and modeling the way reported by the campus directors during the quantitative phase of this research study. The researcher determined that there were no differences related to the perspectives of the campus directors and their immediate supervisors associated with the utilization of best leadership practices measured by the LPI-Self.

The findings also indicated that organizational expectations relative to the utilization of best leadership practices in the administration of distance learning programs at the extended campus locations included the common themes of revenue with quality, and seamless integration of distance learning courses with the traditional curriculum. These common themes were associated with the self-reported leadership practices of challenging the process and inspiring a shared vision.

INDEX WORDS: Distance Learning, Extended Campus, Higher Education, Leadership.

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by

DON STEPHEN STUMPF

B.G.S., Armstrong Atlantic State University, 1998

M.Ed., Armstrong Atlantic State University , 2002

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Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

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DON STEPHEN STUMPF

Major Professor:	Walter S. Polka
Committee:	Cordelia D. Zinskie Patricia Coberly

Electronic Version Approved:
December 2007

DEDICATION

To my parents

Ann and Richard Stumpf

Thank you for everything!

To the love of my life and my best friend

Robin Ellert

You never stopped believing!

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	7
LIST OF TABLES	11
CHAPTER	
I INTRODUCTION	12
Statement of the Problem	18
Research Questions	19
Significance of the Study	20
Procedures	21
Limitations	23
Definitions	24
Summary.....	25
II REVIEW OF RESEARCH AND RELATED LITERATURE.....	27
Introduction	27
Leadership	27
Distance Learning.....	39
The Administration of Distance Learning Programs	47
The Extended Campus.....	58
The Extended Campus at Columbia College	62
Summary.....	64

III	METHODOLOGY	66
	Introduction	66
	Research Questions	67
	Research Design	67
	Population.....	70
	Instrumentation.....	71
	Pilot Study	77
	Data Collection.....	78
	Quantitative Data Collection.....	78
	Qualitative Data Collection.....	79
	Analysis of the Data	80
	Summary.....	80
IV	REPORT OF DATA AND DATA ANALYSIS.....	82
	Introduction	82
	Research Questions	83
	Research Design	83
	Response Rate	84
	Findings	84
	Summary.....	109
V	SUMMARY, CONCLUSIONS, AND IMPLICATIONS	112
	Summary.....	112
	Analysis of the Research Findings	114
	Discussion of Research Findings	117

Conclusions	124
Implications	126
Recommendations	126
Dissemination	127
REFERENCES	128
APPENDICES	150
A AHE ORGANIZATIONAL CHART	151
B LEADERSHIP PRACTICES–SELF SURVEY INSTRUMENT	153
C COLUMBIA COLLEGE EXTENDED CAMPUS LOCATION MAP	157
D COLUMBIA COLLEGE EXTENDED CAMPUS LOCATION LIST	159
E INTERVIEW PROTOCOL	164
F DEMOGRAPHIC DATA SURVEY INSTRUMENT	169
G LPI STATEMENTS BY LEADERSHIP PRACTICE	171
H INFORMED CONSENT NOTICE	174
I LETTER TO PARTICIPANTS	178
J EMAIL: SURVEY INSTRUMENT	181
K CAMPUS DIRECTOR JOB DESCRIPTION	183
L PERMISSION TO USE THE LEADERSHIP PRACTICES-SELF SURVEY INSTRUMENT	187
M INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL	189
N INSTITUTIONAL LETTER OF SUPPORT	191
O PERSONAL LETTER OF SUPPORT	193

LIST OF TABLES

	Page
Table 1: LPI Self - Means and Standard Deviations	73
Table 2: Reliability (Cronbach's Alpha) Coefficients for the LPI Self	74
Table 3: Qualitative Item Analysis of Interview Protocol	76
Table 4: Comparison of Reliability (Cronbach's Alpha) Coefficients	88
Table 5: LPI Self – Means and Standard Deviations by Item	90
Table 6: LPI Self – Means and Standard Deviations of Campus Directors	93
Table 7: LPI Self – Comparison of Means and Standard Deviations with z scores	95
Table 8: LPI Self – Means and Standard Deviations with z scores by Item.....	96

CHAPTER I

And it ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things. Because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new. (*Machiavelli, 1505*)

INTRODUCTION

The emergence of the Internet as a viable medium for the continued evolution of distance learning programs has changed the traditional paradigm of higher education (Beaudoin, 2003; Snell, 2001; U. S. Department of Education, 2006a). The geographical separation of students and instructors is an organizational actuality in higher education and the reality of distance learning programs is one of increased enrollments, increased revenues, and lower costs (Allen & Seaman, 2004; Muilenburg & Berge, 2001; NEA, 2000). Limitations in enrollments and course offerings at traditional higher education institutions are largely negated by distance learning programs that extend the learning community to levels unimagined in the pre-Internet world (Connick, 1997; Curran, 1997; Matthews, 1999).

Extended campus locations were the forerunner to distance learning programs developed in response to the demands of non-traditional or adult students to access higher education programs without having to attend class meetings at the main campus (Duning, Van Kekerix, & Zaborowski, 1993; Shoemaker, 1998). The extended campus location is an institutional unit of many colleges and universities around the world (Shoemaker, 1998). They have long been a part of traditional higher education programs

(Duning et al., 1993). These locations are referred to by a variety of terms including extension site, continuing education unit, satellite campus, or simply off-campus sites and they generally developed from continuing education programs launched in the 1950's to accommodate adult learners (Dejnozka, 1983; Shoemaker, 1998). They represent geographically separated permanent sites that are part of the organizational structure of the home institution.

These locations generally provide academic and administrative services to students as part of an extension division established at the home institution (U.S. Department of Education, 2006b). Higher education institutions that operate these types of programs have acknowledged the role of the extended campus director in the day-to-day operation of the extended campus location (Shoemaker, 1998). In addition to their responsibility to manage the daily activities of the extended campus, directors have also assumed a leadership role in the administration of higher education distance learning programs at the extended campus locations (Duning et al., 1993; Shoemaker, 1998).

The current organizational structure at Columbia College of Missouri is such that the extended campus director reports to an immediate supervisor (see Appendix A) that is responsible for the training and development of the director (Columbia College, 2007a). The immediate supervisor must also complete an annual performance evaluation for those directors that they supervise. Strategic Leadership is a rating category in the annual performance evaluation of the extended campus directors that requires the immediate supervisor to evaluate the leadership practices of the extended campus director (Columbia College, 2007b). Thus, the extended campus is a venue that offers an opportunity to examine leadership in the administration of distance learning programs.

Researchers are increasingly focusing their attention on best leadership practices relative to the administration of distance learning programs (Beaudoin, 2003; Brooks, 2003; Dede, 1993; Marcus, 2004; Timmons, 2003). The continued viability of distance learning programs may be dependent on defining best leadership practices in the administration of these programs (Beaudoin, 2003; Dede, 1993).

There is a consensus among researchers that many of the theories and definitions developed over the course of the last century have been influential in understanding the utilization of best leadership practices (Bass, 1985; Bass, 1990; Bennis & Nanus, 1985; Northouse, 2004). Furthermore, the application of theoretical leadership theories grounds the principles of best leadership practices (Bass, 1985; Bass, 1990; Bennis & Nanus, 1985; Doyle & Smith, 2001; Northouse, 2004). Leadership in higher education is an extrapolation of the basic tenets of organizational best leadership practices (Hoy & Miskel, 2004; Leithwood & Reihl, 2003; Northouse, 2003).

The importance of leadership in the administration of higher education programs has long been acknowledged as an essential element for the continued growth and development of the traditional college or university (Astin & Astin, 2001; Hoppe & Speck, 2003; U.S. Department of Education, 2006a). However, higher education institutions remain uncertain of the role of leadership in the administration of distance learning programs (Beaudoin, 2003; Care & Scanlon, 2001; Marcus, 2004). The growth of distance learning programs in higher education has redefined the role of leadership relative to the administration of these programs (Beaudoin, 2003; Dede, 1993; Marcus, 2004). The technological evolution of distance learning programs in higher education has

created new leadership challenges for administrators (Astin & Astin, 2001; Beaudoin, 2003; Dede, 1993).

A primary factor that propagates the conundrum of defining best leadership practices is simply the large number of accepted definitions and descriptions that have emerged from the research (Bass, 1990; Heifetz, 1994)). There is no universally accepted best approach to understanding the complexities of leadership (Bass, 1985; Bennis & Nanus, 1985; Fincher, 1996). There are nearly as many definitions and descriptions of leadership as there are studies published on the subject (Stogdill, 1974). The multitude of academic studies, corporate initiatives, government legislation, and school initiatives related to the phenomenon of leadership has produced hundreds of leadership definitions (Bennis & Nanus, 1985).

Covey (2004) believes that exercising influence is the essence of leadership and that when all is said and done; “leadership is communicating to people their worth and potential so clearly that they come to see it in themselves” (p. 98). Direction and influence are the purview of a leadership philosophy that inspires a shared vision to challenge traditional modalities with purposeful action that enables others to act toward a common goal (Kouzes & Posner, 2002a).

Researchers also acknowledge that leadership is learned, and a number of exhaustively documented research projects have produced empirical data that supports leadership as a learning process (Bass, 1985; Bass, 1990; Bennis & Nanus, 1985; Kouzes & Posner, 2002a; Yukl, 2005). The idea that leadership can be learned through the utilization of specific leadership practices has been verified by years of extensive research (Kouzes & Posner, 2002a). This research resulted in the identification of

specific leadership practices common to leaders in a variety of disciplines, including higher education, health care, banking, business, and the military (Kouzes & Posner, 2002a). These leadership practices are identified as challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes & Posner, 2002a). They developed the “Leadership Practices Inventory – Self”, LPI-Self (see Appendix B), using quantitative and qualitative research methods as a survey instrument to measure these leadership practices (Kouzes & Posner, 2002b). The LPI-Self has been used extensively for more than twenty years in a variety of research projects and independent researchers have confirmed the reliability and validity of the survey instrument (Kouzes & Posner, 2002a; Leong, 1995; Timmons, 2002). The best practices leadership model that emerged from this research is exemplified by the five specific leadership practices reported by leaders that positively influenced organizational performance (Kouzes & Posner, 2002a).

The idea of challenging the process as a best leadership practice is exemplified by the leader’s ability to capitalize on opportunity and develop a sense of innovation in leadership (Kouzes & Posner, 2002a). Leaders inspiring a shared vision are able to enlist others in the pursuit of that vision (Kouzes & Posner, 2002a). Leadership is envisioning the future and using this vision as a force to improve the organization (Kouzes & Posner, 2002a). Leaders provide guidance and leadership when enabling others to act by creating a sense of ownership within the organization (Kouzes & Posner, 2002a). Leaders modeling the way set the example for others within the organization using their personal behavior to establish a standard of shared values within the organization (Kouzes & Posner, 2002a). Finally, those leaders that develop a sense of community, an

organizational collective that rewards performance within the group exemplify encouraging the heart as a best leadership practice (Kouzes & Posner, 2002a). The best leadership practices defined by this research are an identifiable set of leadership practices that can be taught to people at all levels of an organization and empirically measured using the LPI-Self as a survey instrument (Kouzes & Posner, 2002a).

Leadership in higher education provides the underpinnings for a societal shift from an industrial to a knowledge-based society driven by the technological advances evidenced by the reality of globalization (Astin & Astin, 2001; U. S. Department of Education, 2006a). A recently published report by the U. S. Department of Education (2006a) critically reviewed the role of leadership in the administration of higher education institutions. The report cites the evolution of a knowledge-driven society as a reason that "...leadership in higher education will be central to our ability to sustain economic growth and social cohesiveness" (U. S. Department of Education, 2006a, p. 6). Higher education administrators must recognize distance learning as a new learning paradigm that removes traditional barriers to education and develop the means to improve organizational effectiveness in this context (Astin & Astin, 2001; U. S. Department of Education, 2006a). Administrators and faculty have acknowledged the perceived lack of leadership as a primary obstacle to the administration and development of distance learning programs in higher education (Care & Scanlon, 2001; Rockwell, Schauer, Fritz, & Marx, 1999; Schrum & Ohler, 2003).

A review and analysis of the related literature indicates a research gap exists in the broad area of leadership in the administration of higher education distance learning programs and specifically in the examination of best leadership practices in the

administration of these programs at extended campuses. The importance of the extended campus in the organizational context is evident in the growth of such programs worldwide. In accepting the empirical data that supports the concept of leadership as a set of learned practices, the role of the extended campus director becomes one of organizational significance in the context of the administration of higher education distance learning programs.

Statement of the Problem

The challenge to define best leadership practices in the area of educational administration within the higher education community is problematic. This is especially true for directors at extended campus locations. The extended campus director is responsible for all aspects of the academic process from admissions to graduation. In addition to already demanding administrative challenges, these directors are now tasked with providing services associated with evolving distance learning programs. This continuing evolution of higher education distance learning programs carries with it a renewed interest in the utilization of best leadership practices in the administration of these programs. Leadership in the administration of these programs is a growing reality linked to the future of the higher education extended campus location. Researchers have found that a perceived lack of leadership is an obstacle to the administration of higher education distance learning programs. The administration of higher education extended campus locations includes responsibility for the distance learning component. Therefore, an understanding of the utilization of best leadership practices in this context becomes, by extrapolation, important to understanding the utilization of leadership in the administration of distance learning programs.

Universities must revisit traditional institutional mission statements and strategic plans with an understanding of the utilization of best leadership practices in this context. The enormous growth of these programs in higher education creates a new organizational dynamic that requires the evaluation of best leadership practices in the administration of extended campus programs with a distance learning component.

The extended campus director, in the course of providing academic and administrative services in support of traditional and distance learning programs, has assumed a leadership position in this context. The role of leadership in the administration of higher education distance learning programs remains uncertain. Researchers have established that there is a need to study the utilization of best leadership practices relative to the administration of higher education distance learning programs. Subsequently, it is important to examine the utilization of best leadership practices in the administration of the higher education extended campus with a distance learning component from the perspective of the extended campus director.

Research Questions

This study enabled the researcher to answer the following overarching research question: What are the self-reported best leadership practices most often utilized by directors at extended campus locations in the administration of programs with a distance learning component as measured by the LPI-Self? The study also considered the following sub-questions:

1. Are there any differences between the self-reported best leadership practices utilized by the extended campus directors and the baseline data associated with the LPI-Self?

2. Are there any differences in the utilization of the Kouzes and Posner best leadership practices model from the perspective of the extended campus directors and their immediate supervisors?
3. What are the organizational expectations relative to the utilization of the Kouzes and Posner best leadership practices model in the administration of higher education distance learning programs at the extended campus locations?

Significance of the Study

The idea of leadership in the administration of distance learning programs as a different type of leadership has been proposed at various times over the course of the last fifteen years. This purpose of this study was to analyze the best leadership practices of extended campus directors in the context of the administration of higher education distance learning programs at extended campus locations. Extended campus directors are required to function in a leadership capacity and make increasingly difficult decisions to remain competitive as distance learning programs continue to make inroads into the higher education landscape.

The researcher has worked in higher education, exclusively in the context of the extended campus, since October 2000 and is currently an extended campus director at Columbia College of Missouri. The researcher has been involved in all aspects of the administration of extended campus programs and started with a four-year public institution as the degree program coordinator for an extended campus location. The researcher was recently selected as Administrator of the Year in his current position. This researcher has observed first hand the evolution of higher education distance learning

programs at extended campus locations. This researcher has witnessed the impact of these programs on administrators, faculty, and staff working in this context.

There exists a limited amount of empirical data relative to the idea of distance learning leadership as a different type of leadership and an acknowledged lack of research studies that examined the utilization of best leadership practices in the administration of distance learning programs. This reality presented an opportunity to add to the body of academic knowledge related to educational administration and best leadership practices, specifically in the administration of distance learning programs at extended campus locations.

Procedures

The purpose of this study was to analyze the best leadership practices of extended campus directors, as measured by the LPI-Self, in the context of the administration of higher education distance learning programs at the extended campus locations operated by Columbia College of Missouri. The researcher selected Columbia College for the study using a method of purposive sampling, an accepted research practice often used to identify a population that will provide data relative to the research area (Fraenkel & Wallen, 2003). Columbia College was selected for its similarity to the many other higher education institutions that operate extended campus locations throughout the country.

The participants for the quantitative phase of the study were the thirty extended campus directors working at Columbia College of Missouri's extended campus locations around the country (See Appendices C and D). The researcher selected five extended campus directors, using purposive sampling, to participate in qualitative interviews designed to enrich the data collected from the survey instrument.

In addition to the extended campus directors, the researcher selected three of their immediate supervisors, using purposive sampling, to participate in the qualitative phase of this research study. There are six individuals in the current organizational chart (See Appendix A) responsible for supervising the extended campus directors within the Division of Adult Higher Education at Columbia College.

The participation of the immediate supervisors added depth to the quantitative research data, as they have an experiential knowledge base relative to the evaluation of directors working at the college's extended campus locations and organizational expectations for the utilization of best leadership practices at the extended campus.

Columbia College is a four-year, liberal arts, not-for-profit institution that meets the criteria for quality distance learning programs established by the Institute for Higher Education Policy (2000) through research conducted as part of a study sponsored by the National Education Association. The college is a regionally accredited higher education institution identified in the Carnegie Foundation's Classification of Institutions of Higher Education. The Online Campus at Columbia College offers 16 online degree programs at the associate, bachelor's, and master's level. The college schedules more than 500 asynchronous distance learning courses during each eight week semester.

This study used a mixed methods research design that incorporated the sequential gathering of data in a manner that allowed quantitative and qualitative information obtained by the researcher to be applied to the area of study. In this manner, one methodology may offer further insights by expanding information provided by the other methodology (Creswell, 2003; Newman & Benz, 1998; Tashakkori & Teddlie, 2003). The mixed methods paradigm is an accepted research methodology supported by a

number of researchers (Brewer & Hunter, 1989; Creswell, 2003; Greene & Caracelli, 1997; Johnson & Christensen, 2000).

The researcher used the LPI-Self, developed by Kouzes and Posner (2003b), to obtain quantitative data from the 30 extended campus directors relative to the utilization of best leadership practices in the administration of distance learning programs. The self-reported best leadership practices of the extended campus directors, as measured by the LPI-Self, were compared with the norms established by Kouzes and Posner (2004) using the one-sample z-test for statistical analysis.

Qualitative data for this study was obtained from face-to-face interviews with a representative sample of five directors and three of their immediate supervisors selected using the purposive sampling method. They participated in a qualitative semi-structured interview using an interview protocol (See Appendix E) developed to enrich the data gathered during the quantitative phase of the study. The interview protocol was validated for applicability in a pilot study completed prior to beginning this research study.

Demographic data for each participant was obtained using a survey instrument (See Appendix F) distributed in conjunction with the LPI-Self to the participants using a secure email account created for the purposes of this study.

Limitations

The study was delimited in scope to include thirty directors currently working at extended campus locations of Columbia College.

The limitations to the proposed study identified by the researcher relative to the design proposal were as follows:

1. The purposive sampling method of selecting participants may limit the generalization of the results of this study to other higher education institutions.
2. There may exist other co-variants that influence the participant's responses that cannot be identified.
3. The results may be influenced by the participants differing perceptions of what constitutes best leadership practices in the administration of higher education distance learning programs.

Definitions

Asynchronous Communication – course delivery system built around the idea of convenience in that there are no real time interactions between the instructor and student. Communication occurs through a combination of Internet discussion postings, review of course website postings, or email ((Dewald, Scholz-Crane, Booth, & Levine, 2000).

Distance Learning Programs – are described for the purposes of the study as those programs offering asynchronous Internet based courses.

Extended Campus – refers to a physical location off-campus that provides traditional courses, administrative services, and academic advisement to geographically separated students.

Extended Campus Director – individual responsible for administration and leadership in the day-to-day operation of the extended campus to include traditional and distance learning programs (Duning et al., 1993; Shoemaker, 1998).

Leader Practices Inventory – LPI - Self – A survey instrument developed by Kouzes and Posner (2003b) to measure best practices associated with their leadership model. The instrument has a proven reliability and validity supported by more than twenty years of

research. The LPI-Self empirically measures the leadership practices of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.

Summary

The importance of leadership in the administration of traditional higher education programs cannot be overstated. The U. S. Government, corporations, and citizens look to higher education as a means of empowerment. They are counting on higher education to develop best leadership practices that improve and refine organizational effectiveness as a whole. Conversely, higher education is counting on distance learning programs to bridge the gap between growth and accessibility. Thus, leadership in the administration of distance learning programs is equally important to colleges and universities using distance learning as a means of increasing access to higher education.

There is a gap in the literature related to utilization of best leadership practices in the administration of distance learning programs. Research suggests that the best leadership practices essential to the administration of higher education distance learning programs are different from those used in traditional higher education programs.

Nearly every college and university in the country has a homepage on the Internet and some sort of distance learning program that is an integral part of the institution. Many of these same higher education institutions operate some type of extended campus program. Increasingly, the extended campus director is required to assume responsibility for providing leadership in the administration of distance learning programs.

The continued growth of higher education distance learning programs creates a new paradigm that requires the utilization of best leadership practices specific to the

administration of distance learning programs. The implementation and development of new learning paradigms does not alter the basic tenets of leadership as a means to exercise influence in the pursuit of excellence. Toward that end, an analysis of best leadership practices in the administration of higher education distance learning programs is essential to develop a better understanding of best leadership practices relative to the administration of these programs.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

Introduction

This review of the research and related literature includes the following: leadership, distance learning, the administration of distance learning programs, the extended campus, and the extended campus at Columbia College. The chapter examines the evolution of leadership and distance learning in relation to the administration of distance learning programs at the extended campus.

Leadership

It is an understanding of leadership theory that provides the undergirding for developing a model of best leadership practices (Bass, 1985; Bass, 1990; Bennis & Nanus, 1985; Doyle & Smith, 2001; Northouse, 2004). Leadership in higher education is an extrapolation of the basic tenets of best leadership practices (Hoy & Miskel, 2004; Lambert, 1998; Leithwood & Reihl, 2003; Mid-Continent, 2003). There is no universally accepted best approach to understanding the complexities of leadership (Bennis & Nanus, 1985). However, there is a consensus among researchers that many of the theories and styles developed over the course of the last century have been influential in understanding best leadership practices (Bass, 1985; Bass, 1990, Bennis & Nanus, 1985; Northouse, 2004).

An operational definition related to the task is essential to the study of leadership in any given discipline (Bass, 1985; Bass, 1990; Bennis & Nanus, 1985). The multitude of academic studies, corporate initiatives, government legislation, and school initiatives related to the phenomenon of leadership has produced more than 350 leadership

definitions (Bennis & Nanus, 1985). The broad expanse of definitions exponentially increases the difficulty of developing an operational definition for the study of best leadership practices (Adams & Kirst, 1999; Bennis & Nanus, 1985). The resolution of a wide range of accepted definitions for leadership is a vital element in establishing an operational definition of effective leadership (Adams & Kirst, 1999).

Leadership Defined

Leadership has been defined as a process that occurs relative to a transactional event built upon the influence exerted by the leader on the group in an effort to reach established goals (Northouse, 2004). Researchers have defined leadership in relation to power, function, task, and any number of other parameters during the last 100 years (Bass, 1990; Bennis & Nanus, 1985; Northouse, 2004; Sadler, 1997).

Leadership is the process of influence that guides organizations through the collaborative efforts of the leader/follower relationship to create an environment of change (Mid-Continent, 2003; Lambert, 1998). Stephen Covey (2004) developed a definition of leadership as the means of "...communicating to people their worth and potential so clearly that they come to see it in themselves" (p. 98). Other researchers combined various elements of best leadership practices to develop a leadership philosophy that incorporates the idea of leadership as a learned behavior (Bass, 1985; Bass, 1990; Bennis & Nanus, 1985; Kouzes & Posner, 2002).

Etzioni (1965) believed that influence was the distinguishing factor in defining leadership. Leadership is the common thread that provides direction and leaders exercise influence in the pursuit of organizational goals (Leithwood & Reihl, 2003). "Leadership requires packaging alternative assumptions and paradigms as part of a larger vision that

inspires new roles for educational stakeholders" (Dede, 1993, p. 5). The idea of leadership as a learning process that can be cultivated and developed is supported by empirical data gathered by researchers conducting studies in a variety of disciplines (Bennis & Nanus, 1985; Kouzes & Posner, 2002a; Yukl, 2005). Leadership is a learned behavior with observable best leadership practices identified by specific behaviors and influenced by external forces (Bass, 1985; Kouzes & Posner, 2002a).

The expansion of distance learning programs, increased regulation, student satisfaction, and faculty perceptions of distance learning are representative of the external forces acting upon the social system of higher education. These external forces have created an increased awareness of the need for a model of best leadership practices in the administration of distance learning programs (Ansah & Johnson, 2003; Beaudoin, 2003; Brooks, 2003).

Leadership Theory

A basic understanding of the popular theories of leadership is an important aspect of comprehending the practical utilization of best leadership practices in the administration of distance learning programs. The idea of a best leadership practices model in education is not a recent phenomenon. Researchers have studied the interaction that occurs between the leader and the organization, the traits of the individual in the leadership role, and the behavior of individual leaders in an effort to describe best leadership practices (Kouzes & Posner, 2002a; Northouse, 2004; Sadler, 1997).

The number of different approaches to the study of leadership makes it difficult to identify a common thread for the development of a viable approach to the understanding of leadership theory (Bass, 1990; Northouse, 2004). The formalization of programs of

study built around leadership as a distinct and separate aspect of the organization resulted from societal changes brought about by the industrial revolution (Bass, 1990; Northouse, 2004). The idea of a leader as a change agent led to the development and study of a variety of theories that attempted to differentiate between leaders and followers (Bass, 1990; Northouse, 2004). Popular theories include, but are not limited to: the trait-theory, style theory, situational theory, contingency theory, and transformational theory (Bass, 1990; Doyle & Smith, 2001; Northouse, 2004).

Trait theory. The idea that leaders exhibit or possess identifiable traits formed the basis of some of the earliest attempts to study leadership characteristics in individuals. Intelligence, self-confidence, determination, integrity, and sociability are common leadership traits identified by researchers (Northouse, 2004). The theory is appealing on an intuitive level, in that it supports the public ideal of effective leaders. Trait theory research allows us to establish benchmarks applicable to those interested in leadership positions (Bass, 1990; Jago, 1982; Northouse, 2004).

The idea has been challenged primarily because of limitations imposed by the sample. There was little diversity among the leaders that were studied in the formulation of the trait theory and the goal of identifying leadership traits was never fully realized (Northouse, 2004). However, there is evidence of the influence of trait theory in contemporary theories built around the role of charisma as a contributing factor of transformational leadership (Northouse, 2004).

Style theory. Organizational leadership theories emerged in the 1950s and 1960s as researchers focused on leadership behavior as opposed to characteristics. This shift prompted a series of studies that addressed leadership style. Blake and Mouton (1964)

developed the idea of task and relationship behaviors that became popular during this time. McGregor's (1960) Theory X and Theory Y focused on the behavioral patterns exhibited by leaders. The Ohio State Studies and the Michigan Studies both provided empirical data to support the basic tenets of the Style Theory (Northouse, 2004).

Research aimed at making associations between style and accountability ultimately fell short of that goal. There was little evidence developed that tied organizational performance to leadership style. The studies were unable to establish significance in relation to style and there were noted inconsistencies between the studies (Northouse, 2004; Sadler, 1997; Yukl, 2005).

Situational theory. A contextual theory of leadership emerged from the idea that the leadership role changes relative to the environment. Researchers believed that different situations required different leadership approaches and that the leader must be adaptable (House & Aditya, 1997; Northouse, 2004). They viewed leadership in two guises, supportive and directive. This idea of flexibility, related to necessary style changes based on the competence and commitment of subordinates, became the focal point of a leadership theory grounded in situational awareness (House & Aditya, 1997; Northouse, 2004).

There are drawbacks associated with the situational aspect of the theory. The decision-making process is often the result of perception rather than truth and it is the perception of situational covariates that leadership controls behavior (Northouse, 2004; Yukl, 2005). In addition, the situational leader becomes directive in times of crisis due to the influence of confidence factors that may affect success (Maier, 1963; Northouse, 2004).

Contingency theory. The relationship of leadership style and situational context evolved into the Contingency Theory for effective leadership (House & Aditya, 1997; Northouse, 2004). Fiedler's (1967) Contingency Theory of Leadership, the Path-Goal Theory (House, 1971), Hersey and Blanchard's (1982) Life Cycle Theory, and the Decision Process Theory of Vroom and Yetton (1973) represent theories developed to account for anomalies in the research of leadership behaviors (House & Aditya, 1997).

Contingency Theory builds on the belief that an interaction of related factors leads to effective leadership. The key factors that enhance effective leadership are the relationship between leaders and followers, the structure of the assigned task, and positional power of the leader. These factors determine the degree to which a leader influences organizational outcomes relative to effectiveness in certain situations (House & Aditya, 1997; Northouse, 2004).

Contingency theories assume that leadership effectiveness is contingent on the situational reality of the current problem. This is problematic to varying degrees as leaders face different situations and an effective leadership style may not be transferable in all contingencies (Northouse, 2004).

Transformational theory. Northouse (2004) described transformational theory as part of the new effective leadership paradigm. The idea of effective leadership as a transformational process incorporated the concepts of individual change, values, standards, and an increased level of awareness in terms of organizational outcomes (Northouse, 2004). It is important to distinguish between transactional and transformational leadership when describing this theory. Transactional leadership is dependent on an exchange that occurs between the leaders and followers (Northouse,

2004). The transformational leader develops a connection that raises the awareness of the followers in relation to organizational goals and values (Bass, 1985; Doyle & Smith, 2001; Northouse, 2004).

Transactional and Transformational leadership theories are popular contemporary theories that evolved from organizational change initiatives and the idea that human factors are an important concern for modern leaders (Northouse, 2004). The limitations of these theories are evidenced in an assumption of rationality attributed to those being led (Kouzes & Posner, 2002a; Northouse, 2004). The theory of transformational leadership as a best practices model that can be taught and learned has been shown to improve organizational performance (Bass, 1996; Doyle & Smith, 2001; Kouzes & Posner, 2002a; Northouse, 2004).

Transformational Theory and the Leadership Practices Inventory

The application of transformational leadership theory positively affects the level of employee commitment, satisfaction, and productivity (Avolio & Bass, 2002; Bass, 1996; Kouzes & Posner, 2002a). Organizational performance and effectiveness are improved through the application of transformational leadership principles (Avolio & Bass, 2002; Bass, 1996; Kouzes & Posner, 2002a). The theory of transformational leadership provided the cornerstone for a qualitative study that would lead to the development of the LPI as a survey instrument (Posner & Kouzes, 1988). The researchers developed a personal best survey instrument that consisted of 37 open-ended questions designed to determine leadership personal best in a variety of situations that resulted in increased organizational performance (Posner & Kouzes, 1988). They sought to translate those experiences where managers believed that they were functioning as leaders in cases

where there were measurable improvements in organizational performance into measurable leadership practices (Posner & Kouzes, 1988). The researchers also conducted a series of in-depth interviews with respondents from different disciplines in the public and private organizations (Posner & Kouzes, 1988).

Research using quantitative and qualitative data obtained in personal best leadership situations enabled the researchers to identify five distinct leadership practices: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart (Kouzes & Posner, 2002a). The LPI-Self emerged from this initial research which illustrated a pattern in the leadership behavior of individuals in situations where organizational improvement was documented (Kouzes & Posner, 2003b). The researchers developed the LPI to empirically measure leadership development as it relates to the degree that leaders adopted the five leadership practices.

The leadership practices identified and measured by the LPI are supported by leadership commitments that correspond to each behavior (Kouzes & Posner, 2003b). When modeling the way, leaders are setting the example for others by using their personal behavior to establish a consistency of values that reflects their personal beliefs. They also create situations that allow for progress and foster positive thinking to encourage others (Kouzes & Posner, 2002a). “Modeling the way is essentially about earning the right and the respect to lead through direct individual involvement and action” (Kouzes & Posner, 2002a, p. 15).

Enlisting others to share a common vision is the key to inspiring a shared vision within the organization. The leader must effectively communicate the common vision by illustrating the connection between that vision in terms of the values and interests of

others (Kouzes & Posner, 2002a). “Leaders ignite the flame of passion in others by expressing enthusiasm for the compelling vision of their group” (Kouzes & Posner, 2002a, p. 17).

In challenging the process, leaders look beyond the current procedures and seek improvement through innovations that allow for opportunity, growth, and change. Leaders often experiment with unique ideas that may not work, but provide an opportunity to explore options often not considered as viable solutions to accomplish the assigned task (Kouzes & Posner, 2002a). “The leader’s primary contribution is in the recognition of good idea’s, the support of those ideas, and the willingness to challenge the system to get new products, processes, services, and systems adopted” (Kouzes & Posner, 2002a).

Enabling others to act requires a leadership commitment to empower others by promoting common goals and fostering trust. This involves sharing power and information that increases the visibility of others within the organization (Kouzes & Posner, 2002a). “Leaders make it possible for others to do good work. They know that those who are expected to produce the results must feel a sense of personal power and ownership” (Kouzes & Posner, 2002a, p. 18).

Leaders recognize individual contributions to organizational success and celebrate the accomplishments of the team when encouraging the heart. They are possessed of a genuine concern for the contribution of others and openly recognize the role of the team in reaching organizational goals (Kouzes & Posner, 2002a). “It’s part of the leader’s job to show appreciation for people’s contributions and to create a culture of celebration” (Kouzes & Posner, 2002a, p.19).

The LPI-Self is a survey instrument that uses 30 questions to measure the five leadership practices that are the core of the Kouzes and Posner leadership model (Kouzes & Posner, 2003b). The questionnaire uses six statements for each of the leadership practices (see Appendix G) and these statements provide empirical data that allows the researcher to determine the extent that each practice is used by the respondent (Kouzes & Posner, 2003b). The current version of the LPI-Self uses a ten-point Likert-scale that allows researchers to produce response scores for each leadership practice that can be analyzed to determine the extent to which the leader engages in that practice (Kouzes & Posner, 2003b).

The extensive use of the LPI-Self in a variety of research studies across a number of disciplines confirms that the survey instrument has sound psychometric properties (Kouzes & Posner, 2000). The LPI-Self provides the means to empirically measure leadership behaviors as they relate to model based on the transformational leadership theory (Bass, 1985). It has been recommended that the leadership practices associated with transformational theory be used in leadership development programs at all organizational levels (Bass, 1996).

Proven Best Leadership Practices

The application of the theoretical knowledge that serves as the foundation for proven best leadership practices is an essential component of the conceptual idea that leadership is about relationships between individuals in a social setting influenced by external forces. Best leadership practices do not occur in a vacuum and cannot be isolated from the influence of external forces that affect the organization (Hoy & Miskel, 2004). An open-systems perspective provides a theoretical base to apply best leadership

practices within the organization (Hoy & Miskel, 2004). This is especially true in the administration of higher education distance learning programs where a number of environmental factors including globalization, changing population demographics, legislative initiatives governing financial aid, and the competition for enrollments have created a demonstrated need for competent leadership (U.S. Department of Education, 2006a).

An understanding of the dynamic nature of the open-social systems model is vital to the application of best leadership practices. Leaders are able to apply the theoretical constructs of leadership practice in a contextual setting that allows for a proactive response developed through an awareness of their environment (Hoy & Miskel, 2004; Northouse, 2004). The interaction that occurs between the key elements of the higher education social system provides the impetus for best leadership practices that address accountability through action (Hoy & Miskel, 2004; Northouse, 2004).

Leadership in the Age of Accountability

Educational accountability gained prominence in the mid-1980s as a symbol of educational quality (Adams & Kirst, 1999). The evolution of educational accountability followed economic and political initiatives that led to policies developed to address the state of education (Adams & Kirst, 1999). The heightened sense of accountability that permeated the K12 system brought attention to higher education (Bleak, 2002; Howell, Williams, & Lindsay, 2003; Knott, 1994). The implementation of a systematic process designed to increase accountability in distance learning programs becomes increasingly difficult without defined parameters as benchmarks (Knott, 1994). Legislative initiatives,

government reports, and popular books from the corporate sector are external forces that have prompted a series of educational initiatives (Richardson & Lane, 1997).

These initiatives, in turn, have greatly influenced the development and definition of best leadership practices for educational administrators. The ability of government and corporate entities to influence educational policy is an accepted fact punctuated by a mandated requirement for increased accountability throughout the education system (Richardson & Lane, 1997). Ewell (1994) believes the influence of these external forces increased because of the inability of higher education to address self-regulation in terms of accountability in an effective manner. The need for higher education administrators to understand and embrace best leadership practices in relation to accountability is essential to the administration of distance learning programs (Bleak, 2002; Howell et al., 2003).

Leadership and Higher Education

Higher education institutions are facing a leadership challenge as the reality of globalization and distance learning permeates the existing organizational body (U. S. Department of Education, 2006a). Leadership in higher education is a force that transcends the organization. Leaders in this venue must address issues of viability with respect to the future of higher education with the emergence of a knowledge-driven society in an era of globalization (Astin & Astin, 2001; Howell et al., 2003; Kouzes & Posner, 2003a).

The U. S. Department of Education's National Education Technology Plan identifies developing best leadership practices for the use of technology in education as the first step for educational administrators at all levels (U. S. Department of Education, 2005). The evolution of technological advances in information and communication

technology requires new leadership practices in a world where students are accustomed to the Internet and its capabilities (U. S. Department of Education, 2005). Researchers evaluating leadership practices in the administration of distance learning programs have not reached a consensus in determining the role of leadership in this environment (Beaudoin, 2003; Dede, 1993; Marcus, 2004).

Distance Learning

Expansion and growth in the implementation of distance learning programs in higher education has prompted researchers to reevaluate the role of leadership in the administration of these programs (Beaudoin, 2003; Brooks, 2003; Marcus, 2004; Meyen & Yang, 2003). The rapid evolution of Internet based distance learning programs has effectively negated traditional limitations that inhibited the expansion of academic programs in higher education (Fornaciari, Forte, & Matthews, 1999). Distance learning programs have created an environment of unprecedented expansion and increased access to higher education around the world (Connick, 1997; Curran, 1997; Matthews, 1999; McHenry & Bozik, 1997). The physical size of a college or university campus no longer limits the amount of courses or the number of students the institution can effectively serve (Waits & Lewis, 2003). The continuing evolution of distance learning programs carries with it a renewed interest in the utilization of best leadership practices in this context (Beaudoin, 2003; Dede, 1993). A doubling of distance learning course enrollments in the past ten years evidences the social and economic reality of the Internet as a means of increasing access to higher education (Lewis, Alexander, & Farris, 1997; Sherry, 1996; Waits & Lewis, 2003). The nearly 3.1 million distance learning course enrollments for the 2000-2001 academic year are a positive indication of the growth of

distance learning programs in the United States (Waits & Lewis, 2003). The use of the Internet in extending higher education course offerings to students with limited access to traditional education venues is an institutional reality in higher education (Waits & Lewis, 2003; Schifter, 2004).

Distance Learning Defined

There is an acknowledged need to standardize a definition of distance learning among educators and administrators; there is simply not a consensus as to what defines the concept (Keegan, 1996). Defining distance learning creates "...a remarkable paradox – [in that] it has asserted its existence, but it cannot define itself." (Shale, 1988, p. 25). The definition of distance learning continues to evolve as technological advances reshape our idea of what we can and cannot do with the learning transaction (Jonassen, 1996; Moore, 1989; Moore, 1995). Distance learning occurs as a planned learning transaction that transpires among geographically separated students and instructors and requires a variety of support services necessary for the transmission of related material (Carter, 2001; Moore, 1995). It is also referred to as a process developed to extend the traditional learning experience using technology mediums intended to transfer information to students outside the classroom (Davies & Quick, 2001; Moore, 1989).

Distance learning, distance education, e-learning, continuing education, extension education, extension studies, and correspondence study are all terms used to describe the learning transaction that occurs between geographically separated instructors and their students (Keegan, 1996). An analysis of research based definitions of distance learning by Keegan (1996) identified a number of common threads related to the separation of student and instructor that differentiates this type of learning from traditional face-to-face

learning transactions. Distance learning involves a geographical separation of student and instructor, administrative support for the program, the use of technology to complete the learning transaction, communication between student and instructor, and some form of socialization within the group that fosters the relationship between student and instructor (Keegan, 1996).

The Internet has changed the way higher education administrators define distance learning (Sherry, 2003). Internet-based course offerings provide the foundation for a majority of distance learning programs today (Waits & Lewis, 2003). These courses are largely offered in an internet based asynchronous format that offers greater flexibility because the students are not required to be online at any specific time (McDonald & Gibson, 1998). This type of learning transaction incorporates a variety of Internet-based communication tools including email, discussion boards, and online quizzes (McDonald & Gibson, 1998). The use of asynchronous courses in the development of distance learning programs expanded greatly in the mid-1990s as a result of advances in Internet-technology (Keegan, 1996).

Higher Education and Distance Learning

The ability to circumvent physical barriers of attending class has made distance learning a part of the academic landscape since its inception (Duin, 1998; Snell, 2001). Distance learning is not a new phenomenon. Once referred to as correspondence courses, few would argue that Internet-based distance learning courses have become an accepted format for course work at many higher education organizations (Matthews, 1999; Moore, 1991). The concept of Distance learning originated in 1840 with one man's idea that a viable learning transaction could occur by correspondence (Phillips, 1998; Sherry, 1996).

Many early distance learning programs were similar due to the limited nature of the interaction between students and faculty (Charp, 2000; Matthews, 1999; Nyiri, 1997). In some cases, students using educational software in a stand-alone format often constituted a distance learning course (Phillips, 1998; Matthews, 1999; Nyiri, 1997).

Distance learning has long been a factor in the development of American higher education programs (Moore & Kearsley, 2005; Simonson, Smaldino, Albright, & Zvacek, 2000). These types of programs are not new to higher education. The origins of the current generation of distance learning modalities may be traced back to correspondence study in the late 1800's in the United States (Pittman, 2003). Educational opportunities for those persons that could not afford or access traditional universities during this time were provided through correspondence programs (Pittman, 2003). It was during the late 1800's that the State of New York approved one of the first extended campus programs in the United States, authorizing Chautauqua College of Liberal Arts to award academic degrees to students completing correspondence courses (Pittman, 2003; Simonson et al., 2005).

One of the earliest distance learning leaders in American higher education was the noted historian Herbert Baxter Adams (Watkins, 1991). He came to John Hopkins University in 1876 and worked to promote one of the first university level extended campus programs (Watkins, 1991). Adams believed in the effectiveness of university extension studies as an educational tool to complete the learning transaction (Watkins, 1991). Many higher education administrators in the late 1800's considered the idea of extension studies and correspondence courses as simply a business venture (Pittman, 2003). Administrators during this time believe that correspondence studies were a poor

substitute for more traditional university based programs (Pittman, 2003). However, it was Adam's interest and leadership in the administration of extension studies programs at Johns Hopkins University that provided the impetus for similar programs at other institutions (Watkins, 1991).

Distance learning programs are increasing in size and scope at higher education institutions (Beaudoin, 1991; Lewis et al., 1997; Waits & Lewis, 2003). The geographical separation of the parties to the learning transaction requires a variety of administrative and technical support services necessary for the transmission of related material (Duning et al., 1998). It is also referred to as a process developed to extend the traditional learning experience using technology mediums intended to transfer information to students outside the classroom (Davies & Quick, 2001; Duning et al., 1998). The definition of distance learning continues to evolve as technological advances reshape our idea of what we can and cannot do with the learning transaction (Duning et al., 1998; Howell et al., 2003). The expansion of Internet-based course offerings that drives the evolution of distance learning programs in higher education creates new challenges for administrators throughout the organizations.

Challenges in Distance Learning

The correspondence study programs that gave rise to distance learning as a means of increased access to higher education have been a part of the American academic landscape for more than one hundred years (Keegan, 1996). These early programs were established with the belief that learning could occur between geographically separated students and instructors (Keegan, 1996; Pittman, 2003). The challenges associated with the development and administration of distance learning programs today originated in

these early correspondence study programs (Pittman, 2003). The issues surrounding the development of distance learning programs have presented leadership challenges for administrators of these programs from the outset (Pittman, 2003). These challenges include, but are not limited to the learning transaction, accreditation, quality, acceptance, and application (Keegan, 1996).

The Learning Transaction and Distance Learning Programs

Distance learning programs have evolved from the realization that advancements in technology offered new means to complete the learning transaction (Reiser, 2002). The emergence of the Internet as a viable medium for the continued evolution of the learning transaction changed the paradigm of higher education (Hall, 1995; Sherry, 1996; Snell, 2001). Distance learning programs in higher education have produced enrollments and revenue that were simply not possible prior to the technological advances of the Internet (Allen & Seaman, 2004; NEA, 2000). Competition for student enrollments in higher education necessitates the development of a viable distance learning program for colleges and universities in the new millennium. The shift to a knowledge based economy, the changing demographics of the population, and the need for educational attainment as it relates to social mobility further illustrate the need for viable distance learning programs (U.S. Department of Education, 2006b). This competition also creates additional opportunities for students without access to traditional programs of study in the pursuit of higher education (Allen & Seaman, 2004; Brooks, 2003).

Education reform efforts are driven by paradigm shifts that evolve from the development of new technologies (Frick, 1991). One essential element of distance learning programs is the communication of ideas between the student and the faculty

(Berge & Collins, 1995). Communication occurs when a message is transmitted between a sender and receiver, in this case the student and the faculty, designed to facilitate the learning transaction (Berge & Collins, 1995; Collins & Berge, 1996). Distance learning programs are grounded in the viability of the communication that occurs during the learning transaction (McIsaac et al., 1999; Moore, 1991; Salmon, 2000). Communication is also an essential aspect of establishing a best leadership practices model for the administration of these programs (Illinois State University, 2006).

The growing popularity of distance learning programs has produced volumes of research on the different aspects of the learning transaction as it occurs in the medium of the Internet (Carter, 2001; Lan, 2001; Phipps, Wellman, & Merisotis, 1998a; Ridley, & Sammour, 1996). Researchers consider the format of the delivery system to be a vital aspect of the development of distance learning programs (Dewald et al., 2000; Dominguez & Ridley, 2001; Dominguez & Ridley, 1999; Lichtenberg, 2001). They have examined the variety of delivery systems used to format distance learning courses without pronouncing one system superior to another (Lan, 2001; Christensen, Anakwe, & Kessler, 2001). The development of the Internet has created a system of communication founded on synchronous and asynchronous interaction (McDonald & Gibson, 1998). Real time student-faculty interaction is supported by synchronous communication systems that follow the traditional learning transaction model (Murphy & Collins, 1997). However, the asynchronous communication system inhibits the development of traditional models relying on a convenience format. Students send email or review bulletin boards with no real time communication (Dewald et al., 2000; Moller, 1998).

The ability to complete the learning transaction in the distance learning environment using a variety of delivery systems is enhanced by technological improvements that support an increasing wide range of options designed around multiple media components (Henke, 2001; Moore, 1991; Phillips, 1998). The Internet is the medium for delivering increasingly sophisticated learning tools designed to supplement learning, but this is not an indication of quality (McManus, 1995).

Future of Distance Learning

The continuing growth of technology based distance learning programs brings to the forefront many issues concerning the viability and integration of online learning into the traditional academic landscape of higher education (Allen & Seaman, 2004; Mereba, 2003). Technological advances should supplement rather than replace the traditional learning transaction (Nyiri, 1997). Computer networking, email, and the multimedia application of emerging informational literacy now dominate the technology of communication. The increased technological literacy of the virtual learning community transcends the traditional barriers to learning (Nyiri, 1997). The impact of computer networks in the learning community parallels the development of writing and printing on this same community. Writing and printing did not replace the traditional learning transaction, nor should computer technology replace the learning process (Landow, 1992). Nyiri (1997) refers to the importance of the virtual community as a supplement to traditional classes stating that:

In many respects, but certainly not in all, physical presence has become unimportant. Virtual communities cannot supplant real communities.

Virtual communities, to some extent, need to be embodied in physical

ones. They presuppose physical communities, while it is also true that the former often lead to the development of strengthening of the latter. The idea is not that to each virtual community there should correspond a physical one, but rather that in a world of virtual communities strong physical communities should also abound. (p. 352)

Student demographics are changing, technological advancements continue, and favorable economic projections are factors that fuel the growth of distance learning programs in higher education (Brooks, 2003; Sherry, 1996). Administrators involved in distance learning program development should address the technological revolution instigated by the expanding technological literacy of the learning community (Ford et al., 1996; Haché, 2000; Langford & Hardin, 1999; Phipps & Merisotis, 1999). Higher education administrators must address the role of leadership in this process and implement programs to address professional development in the leadership of continuing and distance learning (Shoemaker, 1998).

The Administration of Distance Learning Programs

The continued expansion of distance learning programs requires administrators to acquire a model of best leadership practices geared toward the administration of distance learning programs (Beaudoin, 2003; Care & Scanlon, 2001; Portugal, 2006). The extended campus locations of higher education institutions is increasingly tasked to provide for the administration of distance learning programs (Boston University, 2006; Illinois State University, 2006; University of New Mexico, 2006). Administrator perceptions of distance learning are a significant factor in the development of distance learning programs (Brooks, 2003; Hartman, Dziuban, & Moskal, 2000). The inherent

problems associated with the development of distance learning programs are often related to the interaction that occurs between administrators and the faculty. Researchers believe that this relationship is central to the development of a viable distance learning program (Clark, 1993; Howell et al., 2003; Muilenburg & Berge, 2001; Pachnowski & Jurczyk, 2003).

The Role of Leadership in the Administration of Distance Learning Programs

The unparalleled growth of distance learning programs necessitates an examination of best leadership practices for the administration of these programs (Brooks, 2003; Care & Scanlan, 2001; Dede, 1993). Researchers have determined that the role of leadership in the administration of distance learning programs is a concern of students, faculty, and administrators in higher education (Giannoni & Tesone, 2003; Hartman et al., 2000; Meyen & Yang, 2003; Muilenburg & Berge, 2001). Leadership in the administration of distance learning programs at traditional universities requires administrators to evaluate a number of different factors including student academic performance, barriers to participation, delivery systems, and the relationship between students and faculty (Beaudoin, 2003; Brooks, 2003; Dede, 1993). However, the role of leadership in the administration of distance learning programs remains uncertain (Beaudoin, 2003; Marcus, 2004; Portugal, 2006).

Universities must reevaluate the traditional institutional mission statements with a better understanding of the role played by distance learning programs (Allen & Seaman, 2004; Connick, 1997; Curran, 1997). The continued development of distance learning programs in higher education redefines the role of educational leadership (Beaudoin, 2003; Portugal, 2006). The enormous growth potential of these programs creates a new

organizational dynamic that must be defined and analyzed relative to a unique vision of leadership (Beaudoin, 2003; Dede, 1993; Marcus, 2004).

An eclectic mix of organizational challenges will confront distance learning program administrators in the very near future (Beaudoin, 2003; Dede, 1990; Dede, 1993). Online courses that once merely supplemented traditional higher education programs are expanding exponentially (Windschitl, 1998). They are viewed as an effective means of establishing a quality learning environment with the flexibility demanded by students in higher education programs (Howell et al., 2003; Levy, 2003; Moore, 1995).

Distance learning program administrators are increasingly tasked with a variety of leadership responsibilities relative to the administration of distance learning programs, including faculty management, student performance, and technology application (Beaudoin, 2003; Care & Scanlon, 2001; Giannoni & Tesone, 2003). Leadership in the administration of distance learning programs requires a situational perspective that enables the leader to identify the level of organizational readiness for change (Beaudoin, 2003; Dede, 1993; Marcus, 2004). Administrators of higher education distance learning programs require those leadership skills "...defined as a set of attitudes and behaviors that create conditions for innovative change, that enable individuals and organizations to share a vision and move in its direction, and that contribute to the management and operationalization of ideas" (Beaudoin, 2003, ¶ 3). Leadership in distance learning requires attention to detail at an unprecedented level (Beaudoin, 2003; Marcus, 2004). The administration of distance learning programs in higher education requires

administrators to develop a best leadership practices model geared toward the administration of these programs (Beaudoin, 2003; Care & Scanlon, 2001).

Researchers have identified a number of factors that affect the administration and development of distance learning programs. Academic rigor, integrity, the role of the faculty, transitioning traditional courses to the online environment, and an understanding of organizational commitment to the process are essential to create a theory of leadership for the administration of distance learning programs (Beaudoin, 2003; Dede, 1993; Olcott & Wright, 1995).

Academic Rigor and Integrity in Distance learning

The goals of institutionalized higher education are often closely tied to evaluation and effectiveness of the delivery system (Knott, 1994). The effectiveness of online course options must be evaluated before implementation (Petracchi, 2000; Ryan, 2000; Schulman & Sims, 2001; Schutte, 1996; Weinberger, 2000). The flexibility and convenience offered by online learning must be weighed against concerns for academic rigor, academic integrity and quality of instruction received by students (Carter, 2001; Christensen et al., 2001; Dellana, Collins, & West, 2000; Phipps et al., 1998b).

Distance learning has evolved into a reality based, viable delivery method that complements the learning transaction (Mason, 1998; Snell, 2001). Existing research validates distance learning as a valuable supplement to existing on-campus programs and a stand-alone delivery method of educational systems (Cooper, 2001a; Cooper, 2001b; Landow, 1992; Nyiri, 1997). Research that compares the online learning environment with the traditional classroom supports the development of distance learning programs as

an alternative to traditional coursework (Gagne, & Shepherd, 2001; Ridley, & Husband, 1998; Schulman, & Sims, 2001).

In his book, *The No Significant Difference Phenomenon*, Russell (1999) has evaluated 355 research reports, summaries, and papers comparing the use of technology, primarily distance learning, to other learning methods. He determined that, statistically, all delivery systems studied provided similar results in student assessments.

Those involved in the administration of distance learning programs have often questioned the standard of academic rigor and integrity in the online learning environment (Clark, 1994; Dominguez & Ridley, 1999; Dusick, 1998). Research in this area indicates, "...that concerns, raised by some academics regarding online education, although legitimate, are exaggerated if not unfounded" (Ridley & Husband, 1998, p. 184). The concerns they evaluated centered on academic rigor, defined as the standard of grading assigned coursework, and academic integrity, or cheating in the online learning environment. The results of their study and subsequent research in this area showed no evidence of problems associated with academic rigor or academic integrity in distance learning programs (Black, 2001; Ensimerer & Surry, 2002; Petracchi & Patchner, 2000; Russell, 1999).

The Role of Faculty in Distance Learning

A survey of higher education faculty members of the National Education Association (2000) reported that 90% of the association members teaching higher education traditional courses are affiliated with institutions that have or are considering distance learning programs. Administrators expressed concern over the quality of the learning transaction as it occurs in distance learning courses, the faculty workload,

ownership of course materials, tenure, and the administrative costs of course development (Care & Scanlon, 2001; Howell et al., 2003; Pachnowski & Jurczyk, 2003).

Research that targets faculty perceptions of distance learning increased as these programs expanded (Beaudoin, 1999; Brooks, 2003; Ensimerer & Surry, 2002; Giannoni & Tesone, 2003). Understanding the perceptions of faculty members in terms of distance learning is a crucial aspect of leadership in the administration of distance learning programs (Beaudoin, 2003; Hirschbuhl & Faseyitan, 1994; McIsaac et al., 1999; NEA, 2000).

Faculty members perceive a need for increased training and support that is not evidenced in many distance learning programs (Bower, 2001; Clark, 1993; Hartman et al., 2000; Rockwell et al., 1999). This lack of support created a sense of dissatisfaction among the faculty that might impede many aspects of program development during the transition of traditional courses to distance learning programs (Hall & White, 1997; Howell et al., 2003; NEA, 2000; Salmon, 2000). Unresolved concerns of faculty members are a factor in a noted increase in faculty dissatisfaction related to the development of distance learning courses (Bower, 2001; Clark, 1993; Howell et al., 2003; Rockwell et al., 1999). Faculty members in higher education institutions with active or developing distance learning programs questioned their role in the development process (Fuller, 2000; Howell et al., 2003). The faculty in some instances resisted the further encroachment of distance learning programs into the academic landscape citing concerns about workload, tenure, and salary (Howell et al., 2003).

The issue of tenure has always been a faculty concern in higher education (Bower, 2001; Howell et al., 2003; Rockwell et al., 1999). Tenure in higher education

organizations is often determined by an undefined satisfaction of an archaic formula for determining an arbitrary requisite amount of academic research, publication, community service, and academic commitment (Baldwin & Chronister, 2001; Bower, 2001). The threat of increased workload and greater demands on their time may negatively influence faculty needed for the transition of traditional courses to distance learning (Ensiminger & Surry, 2002). Researchers identified faculty perceptions of this increased workload as being a non-value added addition to an already full schedule that is not adequately addressed during the tenure process (Bower, 2001; Giannoni & Tesone, 2003). Consequently, it becomes an issue with regard to the administration of distance learning programs. Higher education administrators must remain cognizant of the tenure issue relative to faculty participation in the development process (Bower, 2001; Care & Scanlon, 2001; Giannoni & Tesone, 2003).

There are, however, a growing number of faculty members involved in distance learning that report favorable experiences (Ensiminger & Surry, 2002; Lindner et al., 2002; NEA, 2000). Faculty that are actively engaged in course development, teaching distance learning courses, or administering such courses increasingly report higher levels of satisfaction with the programs in comparison to those that remain uninvolved (Howell et al., 2003; Lindner et al., 2002). An identified trait of these individuals is the perception of organizational commitment to the distance learning program defined by a viable technology services infrastructure with adequate resources to support the program (Berge, 1998; Giannoni & Tesone, 2003; Hartman et al., 2000; Meyen & Yang, 2003).

Organizational Commitment

Organizational commitment, administrative support, and leadership were areas of concern for distance learning faculty in a number of research studies conducted to assess barriers to the development of distance learning programs (Ensiminger & Surry, 2002; Muilenburg & Berge, 2001; Pachnowski & Jurczyk, 2003). Administrative support referred to the technical issues that directly affected the individual faculty members during the transition process (Bower, 2001; Giannoni & Tesone, 2003). This support included the development of programs designed to address the technical aspects of online learning environment. Leadership referred to level of organizational commitment during the development of distance learning programs (Howell et al., 2003; Muilenburg & Berge, 2001).

The lack of administrative technical support is one identified barrier to the administration and development of distance learning programs (Howell et al., 2003; Meyen & Yang, 2003). Administrators of distance learning programs are increasingly aware of this perceived lack of technical support (Muilenburg & Berge, 2001; Pachnowski & Jurczyk, 2003). Research indicated that the issue of leadership, in the form of administrative technical support, is an area of concern for faculty members in developing courses for the online learning environment (Brooks, 2003; Ensimerger & Surry, 2002; Howell et al., 2003). Studies aimed directly and indirectly at the issues affecting the development of distance learning programs routinely noted the desire for increased administrative technical support and leadership (Cooper, 2001a; Care & Scanlan, 2001; Pachnowski & Jurczyk, 2003).

This concern for organizational commitment, administrative support, and leadership can be extrapolated as a need to understand the perceived role of leadership in the administration of distance learning programs (Giannoni & Tesone, 2003; Harman et al., 2000; Meyen & Yang, 2003). Understanding the motivations and barriers to faculty support for the development of distance learning programs is an essential aspect of the administration of these programs supported by empirical evidence (Ensiminger & Surry, 2002; Hartman, et al., 2000; Meyen & Yang, 2003). Researchers evaluating the role of leadership in the administration of distance learning programs have not reached a consensus in determining what defines best leadership practices in this environment (Beaudoin, 2003; Dede, 1993; Marcus, 2004). Many researchers have acknowledged that leadership plays a critical role in the administration of distance learning programs (Ensiminger & Surry, 2002; Hartman, et al., 2000; Pachnowski & Jurczyk, 2003). The administration of distance learning programs in higher education requires an understanding of best leadership practices relevant to the environment (Beaudoin, 2003; Marcus, 2004; Oblinger, 2004).

Researchers continually stress the importance of strategic vision in the development of leadership skills (Beaudoin, 2003; Marcus, 2004; Muilenburg & Berge, 2001). The idea of a unique mission and strategic vision for the administration of distance learning programs in higher education is an essential aspect of leadership in this environment (Beaudoin, 2003; Marcus, 2004; Sherry, 1996).

Strategic Vision in Distance Learning

Colleges and universities have mainstreamed many distance learning programs and the need to develop a strategic vision that guides the development process cannot be overstated (Howell, et al., 2003; Schifter, 2004). It is the responsibility of higher education administrators to develop and monitor this trend as they participate in the development of a strategic vision for the administration of distance learning programs (Haché, 2000; Cradler, 1996; Levy, 2003). Higher education administrators involved in the administration of distance learning programs must embrace a strategic vision that includes a plan for the development of these programs (Care & Scanlon, 2001). This plan is constructed around a series of strategies built upon clearly defined objectives tailored to measurable outcomes to provide a sense of accountability (Bates, 2000).

The administration of distance learning programs requires a combination of best leadership practices specific to distance learning programs, an understanding of the leadership role in the administration of these programs, and a strategic vision for the development process that includes provisions for administrative support (Beaudoin, 2003; Levy, 2000; Marcus, 2004; Oblinger, 2004). Higher education administrators must embrace the growth and development of distance learning programs as a means of completing the learning transaction (Duning et al., 1993; Simerly, 1989).

Distance learning programs are a viable and accepted method to educate students in higher education (Fung & Carr, 2000; Snell, 2001). The combination of factors that drive the administration and development of distance learning programs have created a paradigm shift that draws attention to itself (Phipps & Merisotis, 1999; Wagschal, 1998). This new paradigm of higher education institutions built upon viable distance learning

programs has created the need for innovative leaders attuned to the nuances of leading such programs (Beaudoin, 2003; Care & Scanlan, 2001; McNeil, 1990).

Corporate Models for the Development of Distance Learning Programs

The application of corporate change management models within the educational system has the potential to radically alter traditional perceptions of leadership in higher education (Pool, 1997). Contemporary theories of change management that originated in the corporate sector have emerged as influential aspects of education reform and leading organizational management specialist are making this transition (Collins, 2001; Deming, 1994; Senge, 2000).

The idea of total systemic reform grounds the work of Peter Senge (2000). His work in educational reform builds on his earlier success in the area of change management. Total systemic reform involves the creation of a learning organization that involves educators from all levels of the system developing an organization wide collaborative effort designed to change the system from within the organization (Senge, 2000). In this way, the system works to continually evaluate the change process and increase involvement in education reform efforts throughout the organization.

Variants of the philosophy of W. Edwards Deming have long been a part of educational reform efforts aimed at seeking continuous improvement through a fundamental shift in organizational culture (Pool, 1997). Deming's philosophy created a sea-change in organizational effectiveness and leadership practices in 1950's Japan. Consequently, the ideas of Deming were eventually adopted by a variety of manufacturing organizations in America (Pool, 1997). Deming (1994) is now a popular

contemporary theorist with educators in America and his principles are gaining momentum with educational reformist (Pool, 1997).

Collins (2001) stated that “Good is the enemy of great” (p. 1). The inherent common sense of this simplistic opening statement guides the theoretical application of Collins’ principles to the school reform effort. He believed that certain factors involving disciplined people, disciplined thought, and disciplined action are transferable between organizations. The right people, in the right organization, should produce great companies across the board. He developed a theory that great leaders are those who focus on results, believe in teamwork, and possess the resolve to achieve greatness.

The advent of corporate initiatives to institute and develop educational reform is not universally accepted (Richardson & Lane, 1997). Corporate success does not necessarily equate to success in the social system of education (Sergiovanni, 1996). Educational reform should be the purview of educational administrators using an accumulated body of knowledge developed within the profession (Richardson & Lane, 1997).

The Extended Campus

The traditional role of the extended campus location is to provide services to those students that have limited or no access to the brick and mortar university (Duning et al., 1993; Shoemaker, 1998). These programs are unique to higher education and offer an excellent venue for developing a perspective on best leadership practices using the accumulated body of knowledge within the programs. The administration of student services relevant to online course offerings has become a mandate for the extended

campuses at colleges and universities throughout the country (Boston University, 2006; Illinois State University, 2006; University of New Mexico, 2006).

There are a number of environmental factors that have impacted the growth and development of online learning in higher education. Population growth, demographic shifts, and globalization are factors that influence the increased enrollments at colleges and universities across the nation (U.S. Department of Education, 2006b). The trend in increased enrollment is expected to continue through 2015 and the evolution of higher education programs will require a renewed focus on leadership in these programs (U.S. Department of Education, 2006a). The development of extended campus programs is inherently linked to the continued technological evolution of online learning. The National Center for Education Statistics reported that 56% (2320) of the postsecondary education degree granting institutions surveyed (4130) in a study released in July, 2003 offered distance learning courses in the 2000-2001 academic year (Waits & Lewis, 2003). Leadership in this venue is challenged to address the needs of an emerging paradigm driven by a knowledge-based society that places increased importance on educational attainment (U.S. Department of Education, 2006a).

Educational attainment is synonymous with access to higher education. Access to higher education is increasingly linked to technological enhancements that influence the development of distance learning programs (Shoemaker, 1998). Geographical separation of students and instructors is no longer a barrier to enrollment in higher education programs in the pursuit of increased social mobility (Shoemaker, 1998; U.S. Department of Education, 2006b). The extended campus plays an essential role in the continued growth of higher education distance learning programs and the administration of such

programs requires competent leadership (Bowling Green State University, 2004; California State University, 2005). The incorporation of new technology in the administration of distance learning programs is essential to the continued evolution of these programs in the venue of higher education (Shoemaker, 1998). The administration of distance learning programs is often tasked to the directors of such programs and to the policy makers in higher education (Arizona State University, 2000; Boston University, 2006; Shoemaker, 1998; U.S. Department of Education, 2006a; U.S. Department of Education; 2006b). Academic administrators at institutions of higher education are increasingly tasked with leading the institution in an ever-changing environment driven by the evolution of a knowledge-based society (Kouzes & Posner, 2003; Shoemaker, 1998; U.S. Department of Education, 2006a). The administration of distance learning programs has become an important aspect of the continued evolution of the extended campus (Arizona State University, 2000; Duning et al., 1993; Shoemaker, 1998).

There is an undeniable relationship between distance learning programs and the higher education extended campus. The symbiotic nature of these programs is evidenced by the recent graduation of a U. S. Army soldier serving in Iraq. The University of Missouri has an extended campus program in St. Louis and the December 2004 commencement ceremony included a Missouri National Guardsman serving in Iraq. This student began taking courses at the extended campus location in St. Louis, Missouri and completed the degree requirements while stationed in Iraq ("Soldier graduates", 2004).

Distance learning programs and the extended campus locations are often major revenue streams for institutions of higher education (Illinois State University, 2006; Shoemaker, 1998). However, leadership in these programs is an area of training and

development that has been overlooked in relation to academic administration (Beaudoin, 2003; Dede, 1993; Shoemaker, 1998). The ongoing evolution of these programs amid dramatic technological advancements requires an acknowledgement of the unique nature of leadership in the administration of distance learning programs (Beaudoin, 2002; Shoemaker, 1998; U.S. Department of Education, 2006a).

Leadership and Distance Learning at the Extended Campus

The extended campus locations provide a variety of services to students including traditional courses, administrative support, academic advisement, and distance learning program administration (Shoemaker, 1998). The directors of these extended campus sites are increasingly tasked with providing leadership in the administration of higher education distance learning programs as these programs continue to evolve within the framework of higher education administration at brick and mortar institutions (Duning et al., 1993; Shoemaker, 1998). This is in addition to their regular duties as distance learning programs continue to evolve within the framework of higher education administration at brick and mortar institutions (Duning et al., 1993; Shoemaker, 1998).

Leadership in the administration of higher education distance learning programs has become an essential component for the continued growth and development of the extended campus (Duning et al., 1993; Shoemaker, 1998). The extended campus locations of higher education institutions have become a primary venue for offering administrative services associated with the administration of distance learning programs (Shoemaker, 1998). There is a consensus among researchers that the leadership practices necessary for the administration of distance learning programs differs from those

associated with leadership in the traditional sense as it relates to higher education (Beaudoin, 2003; Care & Scanlan, 2001; Muilenburg & Berge, 2001).

Researchers have acknowledged that administrators play a critical role in the leadership of higher education distance learning programs (Brooks, 2003; Ensimerer & Surry, 2002; Reid, 1999). Distance learning program administrators will face an eclectic mix of leadership challenges in the very near future (Beaudoin, 2003). Internet-based distance learning courses that once merely supplemented traditional higher education programs are expanding exponentially into the mainstream of higher education (Brooks, 2003; Windschitl, 1998). They are viewed as an effective means of establishing a quality learning environment with the flexibility demanded by students in higher education programs (Howell et al., 2003; Levy, 2003; Moller, 1998).

The Extended Campus at Columbia College

Once known as the Extended Studies Division, the Division of Adult Higher Education at Columbia College has been a part of the college for more than thirty years (Batterson, 2001). One man's request that the college provide an educational opportunity for a United States Army recruiter, in 1972, marked the beginning of extended campus course offerings at the college (Batterson, 2001). There were more than 155 extended campus locations associated with the college at one point in 1975 and they provided educational services for nearly three thousand students (Batterson, 2001).

The administration of the Extended Studies Division created a number of problems for this small private college (Batterson, 2001). These problems included difficulties associated with accreditation review, financial problems associated with rapid growth, and certification problems associated with the Veterans Administration

(Batterson, 2001). Long before there were distance learning programs in the format of today's world, the college recognized the need for quality control and leadership in the environment of the extended campus (Batterson, 2001).

In 2000, the college implemented a transformational plan for the strategic vision required to address the needs of a knowledge based society (Columbia College, 2002). This plan committed the college to "...provide fully integrated, net-based student services to support web-based distance learning by 2001" (Columbia College, 2002, p.8). The web-based distance learning program is known throughout the college as the Online Campus. There were more than 8000 distance learning enrollments during the 2001-2002 academic year (Columbia College, 2006). This was the first year distance learning courses were offered by the Online Campus (Columbia College, 2006). The Online Campus is currently a part of the Division of Adult Higher Education and distance learning courses accounted for more than 25000 enrollments during the 2005-2006 academic year (Columbia College, 2006).

The Division of Adult Higher Education now supports 30 extended campus locations across the country and the Online Campus. Extended campus has a director who is tasked to provide leadership and administrative support for students at the extended campus. There were more than 15000 students that registered for courses offered by the Division of Adult Higher Education in the 2005-2006 academic year (Columbia College, 2006). Campus directors are responsible for the administrative needs of both, distance learning students and students that enroll in traditional seat courses at the extended campus location (Columbia College, 2007). The traditional seat course is offered at the extended campus location and students are required to physically

attend class. The continued growth of the Online Campus is expected to significantly affect the administration of the extended campus locations (Columbia College, 2007). The college has no formal training plan for the professional development of the extended campus director (Columbia College, 2007).

Summary

Researchers agree that an understanding of leadership practices begins with an understanding of leadership theory. A number of research studies acknowledge the importance of leadership in the administration of higher education programs. The evolution of distance learning programs in higher education requires administrators to evaluate the utilization of best leadership practices in the administration of these programs. Distance learning programs are an accepted part of mainstream higher education institutions.

The transition to a knowledge-based society, the changing population demographics, the technological advancements in course delivery, and the increased competition for enrollments in higher education challenges higher education administrators to implement a best leadership practices model developed through research. Administrators need a best leadership practices model for the administration of distance learning programs that positively affects organizational effectiveness. These programs are innovative in nature and often meet with resistance from within the higher education organization.

There is an established relationship between distance learning programs and the extended campus location. These programs are unavoidably linked as they evolve within the framework of traditional higher education institutions. The Extended campus

locations provide administrative services to a student population geographically separated from the traditional campus. The director of the extended campus location is often tasked with providing leadership in the administration of distance learning programs.

The administration of distance learning programs at the extended campus locations requires program knowledge and organizational awareness, coupled with a plan that incorporates a demonstrated best leadership practices model in this environment. This plan should be based on a viable strategic vision that incorporates a careful review of best leadership practices, the role of leadership in the administration of distance learning programs, accountability, and related organizational issues.

CHAPTER III

METHODOLOGY

Introduction

Academicians, researchers, and subject matter experts seldom agree on a working definition of leadership (Bass, 1985; Bass, 1990; Bennis & Nanus, 1985). There is no universally accepted best approach to understanding and defining the complexities of leadership. A multitude of research studies have produced a number of definitions and descriptions of leadership over the course of the last century. These research studies provided the foundation for the best leadership practices model developed by Kouzes and Posner (2002a). The basic tenet of this model promotes leadership as a learned behavior that is observable at all levels of an organization.

Kouzes and Posner (2002a) have applied their research to a variety of disciplines, including higher education. Researchers in the field of educational administration believe the professionalization of the field requires the acquisition of an accumulated body of knowledge specific to the administration of higher education programs (Richardson & Lane, 1997). Research studies in the area of distance learning address a variety of issues and concerns, however there is a research gap that exists relative to the utilization of best leadership practices in the administration of distance learning programs.

There is also a notable gap in the literature with regard to the utilization of best leadership practices for the administration of extended campus locations. The extended campus has long been a part of many higher education institutions and distance learning programs have continued to gain prominence in higher education over the last ten years.

Therefore, it is time to narrow this gap using a research study that targets the administration of the extended campus location with a distance learning component.

This chapter will address the following areas, the research design, participants of the study, the instrumentation, data collection methodology, and the method of data analysis.

Research Questions

This study provided data that allowed the researcher to answer the following overarching research question: What are the self-reported best leadership practices most often utilized by directors at extended campus locations in the administration of programs with a distance learning component as measured by the LPI-Self? The study also considered the following sub-questions:

1. Are there any differences between the self-reported best leadership practices utilized by the extended campus directors and the baseline data associated with the LPI-Self?
2. Are there any differences in the utilization of the Kouzes and Posner best leadership practices model from the perspective of the extended campus directors and their immediate supervisors?
3. What are the organizational expectations relative to the utilization of the Kouzes and Posner best leadership practices model in the administration of higher education distance learning programs at the extended campus locations?

Research Design

The research methodology employed to answer the overarching research question and sub-questions was developed using the mixed methods evaluation design. Studies

using this paradigm have been supported as an accepted means of performing research by a number of qualified researchers (Brewer & Hunter, 1989; Creswell, 2003; Johnson & Christensen, 2000; Tashakkori & Teddlie, 2003). The mixed methods research design served to enhance the evaluation of collected data (Green & Caracelli, 1997). The mixed methods paradigm incorporated both quantitative and qualitative data collection methodologies that blend the different research strategies (Tashakkori & Teddlie, 2003).

The researcher collected quantitative data from the 30 extended campus directors who participated in the study using the LPI – Self, developed by Kouzes and Posner (2003b), as a survey instrument. The researcher obtained qualitative data for this study using an interview protocol that was validated for applicability in a pilot study conducted prior to the start of this research study.

The extended campus directors received, as an email attachment, the informed consent notice (See Appendix H) and the letter to the participants (See Appendix I) that requested their participation in the study. This letter included detailed instructions that allowed the participant to access the survey instruments. These instructions included the user name and password for the secure email account that was created within the existing college email system for this purpose. The survey instruments were available as attachments to an email (See Appendix J) that provided instructions for completing and returning the surveys, as well as, a reminder that the survey instrument was intended to measure those best leadership practices associated with the administration of distance learning programs. The completed surveys were returned anonymously using the secure email account. This data was compared to the established baselines from Kouzes and Posner's (2004) previous research.

The LPI-Self is a survey instrument developed to empirically measure five specific leadership practices utilized by individuals at all levels of the organization in situations where there were notable improvements in organizational effectiveness (Kouzes & Posner, 2002a). The leadership practices measured by the survey instrument were, challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes & Posner, 2002a). The means and standard deviations associated with each of the leadership practices allowed the researcher to quantify the specific practices used by the participants of the study (Kouzes & Posner, 2004). The information collected using the LPI-Self would be useful in creating a professional development for improving organizational effectiveness through the utilization of best leadership practices that can be taught to anyone in the organization (Kouzes & Posner, 2002a).

Following an analysis of the data collected during the quantitative phase, the researcher obtained qualitative data for this study during face-to-face interviews with a representative sample of five directors and three immediate supervisors selected using the purposive sampling method. The extended campus directors and their immediate supervisors selected for the interviews were not aware of the findings related to the quantitative phase of this research study. They participated in a qualitative semi-structured interview using an interview protocol developed to enrich the data gathered during the quantitative phase of the study. The interview protocol included an overview of the Kouzes and Posner (2002a) best leadership practices model and the five leadership practices measured by the LPI-Self.

The researcher interviewed five directors to obtain qualitative data that enriched the quantitative data collected using the survey instrument and provide insights into the organizational expectations for the utilization of best leadership practices. The researcher also interviewed three of their immediate supervisors to determine if differences existed in the utilization of best leadership practices from the perspective of the directors and their immediate supervisors. Data obtained from the interviews of the immediate supervisors also provided clarification of the organizational expectations relative to the role of leadership in the administration of higher education distance learning programs at extended campus locations.

In qualitative research, it is recommended that the semi-structured interview occur near the end of the research study (Fraenkel & Wallen, 2003). The semi-structured interview was used as a means of collecting qualitative research data relevant to specific questions (Fraenkel & Wallen, 2003). The researcher incorporated the use of semi-structured, face-to-face interviews with selected participants of the study to clarify the participant's knowledge of best leadership practices and the utilization of these practices in the administration of distance learning programs.

Demographic data was obtained using a survey instrument available, in conjunction with the LPI-Self, to the participants using the secure email account created for the purposes of this study.

Population

The population selected for participation in this study were the 30 extended campus directors employed by Columbia College of Missouri at extended campus locations across the country. Columbia College was selected using the method of

purposive sampling to provide the population for this research study. The researcher selected Columbia College because the college operates an extended campus program that is representative of the many similar higher education programs developed at institutions across the country to offer these types of services.

In addition to the extended campus directors, the researcher selected three of their immediate supervisors using the method of purposive sampling. The participation of the immediate supervisors added depth to the qualitative research data.

Instrumentation

The survey instrument used to collect quantitative data for this study was the Leadership Practices Inventory Self (LPI-Self) developed by Kouzes and Posner (2003b). This study used the latest version (2003) of the LPI-Self (See Appendix B). This survey instrument originated in 1988 as the result of qualitative and quantitative research studies completed by the researchers in an effort to identify those best leadership practices that resulted in improvements related to organizational effectiveness in a variety of private and public organizations. The survey instrument incorporated a series of statements that empirically measured five leadership practices, challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes & Posner, 2003b). These five practices have been determined to positively affect organizational effectiveness when used by persons at all levels of the organization (Kouzes & Posner, 2002a). The survey responses were based on a ten-point Likert scale, revised from the six-point Likert scale developed for the original instrument, that created a more robust and sensitive response scale (Kouzes & Posner, 2000). The current version of the LPI-Self offered the following response options, (1) almost never do what is

described in the statement; (2) rarely; (3) seldom; (4) once in a while; (5) occasionally; (6) sometimes; (7) fairly often; (8) usually; (9) very frequently; and (10) almost always do what is described in the statement.

The pair of researchers conducted studies spanning nearly twenty years and the instrument has since been administered to hundreds of thousands of persons working in a leadership capacity (Kouzes & Posner, 2002a). The LPI-Self has been used extensively in a variety of research projects and independent researchers have confirmed the reliability and validity of the survey instrument (Leong, 1995; Lewis, 1995).

The baseline means and standard deviations for each leadership practice measured by the LPI-Self are reported in Table 1 from data recorded during more than twenty years of research (Kouzes & Posner, 2004). These mean scores provided baseline data that established enabling others to act ($M = 48.7$) as the most frequently used leadership practice and modeling the way ($M = 47.0$) as the next most frequently used leadership practice (Kouzes & Posner, 2004). Mean scores for challenging the process ($M = 43.9$) and encouraging the heart ($M = 43.8$) were almost equal and the leadership practice reported as least frequently used was inspiring a shared vision ($M = 40.6$) (Kouzes & Posner, 2004). These research based means and standard deviations for each of the five leadership practices were used during an analysis of data gathered during this study.

Table 1

LPI Self - Means and Standard Deviations

Leadership Practice	Mean	Standard Deviation
Modeling the Way	47.0	6.0
Inspiring a Shared Vision	40.6	8.8
Challenging the Process	43.9	6.8
Enabling Others to Act	48.7	5.4
Encouraging the Heart	43.8	8.0
N = 2072		

Reliability describes the extent to which “...a specific measuring instrument applied to a specific population under specific conditions” (Sprinthall, 2003) consistently produced the same results. The internal reliability of the LPI-Self has been confirmed using Cronbach’s Alpha. Researchers generally accept a 0.7 reliability coefficient as an indication of the internal reliability of a survey instrument (Nunnally, 1994). Table 2 provided the reliability coefficients for the LPI-Self as reported by Kouzes and Posner (2002). Internal reliability of the Leadership Practices Inventory – Self (LPI-SELF) was measured using Cronbach’s Alpha and all scales exceeded the .75 level (Kouzes & Posner, 2000).

Table 2

Reliability (Cronbach's Alpha) Coefficients for the LPI Self

Leadership Practice	Cronbach's Alpha
Modeling the Way	.77
Inspiring a Shared Vision	.87
Challenging the Process	.80
Enabling Others to Act	.75
Encouraging the Heart	.87
N = 2072	

The researcher requested and received permission to use the LPI-Self for the study and the developers of the instrument have authorized, in writing, approval to use the instrument to gather relevant data (See Appendix L). The LPI-Self was not modified for use in this study. In addition to the LPI-Self, the researcher developed a demographic survey that was completed in conjunction with the primary survey instrument.

This demographic survey instrument was used to collect data specific to the individuals who completed the LPI-Self. Demographic data collected for the purposes of the study included age, sex, experiential data related to number of years in higher education, experiential data related to number of years in current position, and highest academic degree earned.

The researcher developed an interview protocol to obtain qualitative data used to enrich the data collected during the quantitative phase of the research study. The interview protocol included a pre-interview discussion that outlined the Kouzes and

Posner best leadership practices model, a description of the interview protocol, and a series of open-ended questions that addressed the utilization of best leadership practices in the administration of distance learning programs at the extended campus location.

The item analysis of the qualitative interview protocol, shown in Table 3, included all open-ended questions presented to the interview participants. The item analysis listed research supporting the individual questions and the research question addressed by the item. The directors and their immediate supervisors were interviewed using the same interview protocol. The researcher conducted a pilot study that used the interview protocol prior to the start of the research study.

Table 3

Qualitative Item Analysis of Interview Protocol

Item	Research	Interview protocol Item Number	Research Question
1. Why do you believe that distance learning programs have grown significantly over the last few years?	Astin & Astin, 2001; Hoppe & Speck; 2003	Section II Question 1	Sub-questions 2, 3
2. How would you describe the impact of distance learning programs on the administration of the extended campus?	Beaudoin, 2003; Duning et al., 1993; Shoemaker, 1998	Section II Question 2	Sub-questions 2, 3
3. Describe the role of leadership in the administration of distance education programs at the extended campus?	Beaudoin, 2003; Duning et al., 1993; Shoemaker, 1998	Section II Question 3	Sub-questions 2, 3
4. How would you differentiate between the leadership practices exhibited in the day-to-day operation of the campus and those specific to the administration of distance learning programs?	Beaudoin, 2003; Duning et al., 1993; Shoemaker, 1998	Section II Question 4	Sub-questions 2, 3
5. How would you describe the organizational expectations for leadership in the administration of distance learning programs?	Beaudoin, 2003; Duning et al., 1993; Shoemaker, 1998	Section II Question 5	Sub-questions 2, 3

Pilot Study

The researcher conducted a pilot study with five participants to collect and analyze data relative to the applicability of the interview protocol developed for this study. A pilot study to evaluate instruments developed by researchers is a recommended practice to determine the value of the instrument to the research (Babbie, 1998; Johnson & Christensen, 2000). The pilot study is used on a reduced scale to determine if there are problems related to the instrument that should be addressed prior to its use in the actual study (Fraenkel & Wallen, 2003).

The five participants of the pilot study were directors and administrators from other higher education institutions involved in the administration of distance learning programs. Potential participants were contacted by telephone and invited to take part in the pilot study based on experiential similarities to the participants of the research study.

Participants of the pilot study completed the LPI-Self in accordance with the guidelines of the actual study. The researcher then conducted face-to-face interviews with the five participants of the pilot study, using the interview protocol. The interviews were conducted in the business offices of the selected participants during normal business hours.

Interviews conducted during the pilot study were recorded and transcribed for data analysis. The transcripts were destroyed by the researcher upon completion of the research study. The participants of the pilot study recommended changes to the interview protocol that included deleting information from the pre-interview briefing that influenced the answers to the questions in Section II of the interview protocol. The

participants also noted that several questions were closed-ended and leading. They recommend that those questions be deleted or revised.

The researcher evaluated the recommendations of the pilot study participants and revised the interview protocol by deleting those sections of the pre-interview briefing where it was implied that there were preferred answers to the interview questions. The researcher also deleted questions that the participants identified as closed-ended or leading.

Data Collection

The researcher requested and received permission from the Institutional Review Board at Georgia Southern University (See Appendix M) to conduct the study. The researcher developed a letter of introduction to accompany the survey instruments. In this letter, the researcher outlined the purpose of the study and formally requested that the recipient participate in the study. The letter of introduction explained the means to used by the researcher to secure the collected data in a manner that guaranteed confidentiality. Recipients were advised as to the voluntary nature of the study and encouraged to participate in the study through the timely return of the survey instruments. In addition to the letter of introduction, the extended campus directors received a letter of institutional support (See Appendix N) from Mr. Mike Randerson, Columbia College's Vice President for Adult Higher Education. The Directors also received a personal letter of support for the research study (See Appendix O) from Mr. Randerson.

Quantitative Data Collection

The participants accessed the LPI-Self and demographic survey instruments using the secure email account (LPI@ccis.edu) established for the study. Participants logged on

to the account from the Columbia College outlook webmail server. Participants were provided with a user name and a secure password to access the email account. The survey instrument was downloaded and completed by all participants. Participants returned the completed survey to the email account following a detailed set of instructions provided by the researcher. The participants were familiar with the Columbia College outlook webmail server, including the processes and procedures for sending email from these types of accounts.

Qualitative Data Collection

Purposive sampling was used to select the participants for the qualitative phase of the research study. The participants for the qualitative phase of the research study included five directors and three immediate supervisors. These individuals were contacted by telephone and invited to participate in a face-to-face interview designed to obtain qualitative data relative to the second and third research sub-questions. The participants were advised of the increased risk associated with interview research.

There were five interviews conducted during an informal gathering at one of the participant's home. A home office in the residence was provided to conduct the interviews of the three immediate supervisors and two of the extended campus directors. Three interviews were conducted on location in the business offices of the selected participants during normal business hours.

Recordings of the interviews were transcribed to provide a qualitative component to the research study used to explore the research sub-questions and enrich the quantitative data collected during the quantitative phase of the research study. These transcripts were destroyed upon completion of the research study.

Analysis of the Data

The quantitative data obtained from the survey instrument provided sample means and standard deviations that were compared to the baseline data provided by Kouzes and Posner (2004). This enabled the researcher to use the one-sample z-test to determine if the sample mean differed from the baseline data.

Data analysis of the quantitative data collected during the study was conducted using the Statistical Package for Social Sciences (SPSS) for Microsoft Windows statistical analysis software version 12.0, LPI scoring software included in the *Leadership Practices Inventory Facilitator's Guide* (Kouzes & Posner, 2003b) and hand calculations of data in accordance with accepted statistical procedures. Hand calculations were used for the one-sample z-test. This analysis is not computed by SPSS and the hand calculations are relatively simple to perform given the limited size of the study population.

The qualitative data obtained during the study was analyzed for common themes related to the overarching research question and the research sub-questions. The common themes were categorized and outlined in a narrative summary to enrich the data collected during the quantitative phase of the study.

Summary

The purpose of this research study was to analyze the self-reported leadership practices, as measured by the LPI-Self, of higher education extended campus directors in the context of the administration of distance learning programs. The LPI-Self is a survey instrument developed to measure five best leadership practices associated with increased organizational effectiveness. The survey instrument was used to obtain quantitative data

that was analyzed using the one-sample z-test to compare the means of the sample population with the baseline data.

The researcher conducted face-to-face interviews with selected participants to obtain qualitative data to develop further information relative to the utilization of best leadership practices in the administration of distance learning programs. The researcher used an interview protocol developed and pilot tested for this study during the qualitative phase.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

Introduction

Globalization and the growth of distance learning programs have increased accessibility to higher education for the general population to levels that could not have been possible without the technological advancements related to the Internet. The extended campus locations that have long been part of many higher education institutions are increasingly responsible for the administration of distance learning programs.

Leadership in higher education is an exhaustively researched phenomenon that is largely undefined in terms of best practices. There is a gap in the literature with regard to the utilization of best leadership practices in the administration of extended campus locations with a distance learning component. This gap resulted from the combination of increased accessibility to higher education through distance learning programs and the growing need to understand the importance of leadership in this environment.

The purpose of this research study was to analyze the best leadership practices of extended campus directors relative to the administration of extended campus locations with a distance learning component. The participants for the quantitative phase of this study were 30 extended campus directors working for Columbia College of Missouri at locations across the country. The qualitative phase of the research study included interviews with five campus directors and three of the campus director's immediate supervisors.

Research Questions

The researcher sought to answer the following overarching research question: What are the self-reported best leadership practices most often utilized by directors at extended campus locations in the administration of programs with a distance learning component as measured by the LPI-Self? The researcher used the following sub-questions to provide supporting data relative to the overarching research question:

1. Are there any differences between the self-reported best leadership practices utilized by the extended campus directors and the baseline data associated with the LPI-Self?
2. Are there any differences in the utilization of the Kouzes and Posner best leadership practices model from the perspective of the extended campus directors and their immediate supervisors?
3. What are the organizational expectations relative to the utilization of the Kouzes and Posner best leadership practices model in the administration of higher education distance learning programs at the extended campus locations?

Research Design

The mixed-methods design used for this research study enabled the researcher to collect quantitative and qualitative data relative to the research questions. The researcher electronically distributed the Leadership Practices Inventory –Self (LPI-Self) survey instrument to the 30 extended campus directors from Columbia College of Missouri that participated in this study. The LPI-Self provided the researcher with quantitative data related to the overarching research question. A demographic survey instrument was distributed in conjunction with the LPI-Self to the participants of this study. The

demographic data collected by the researched provided a more detailed profile of the participant's background and experience.

Qualitative data was obtained through a series of face-to-face interviews using an interview protocol developed for the research study to enrich the data gathered during the quantitative phase. The researcher interviewed five extended campus directors and three of their immediate supervisors during the qualitative phase of this study.

The survey return rate for this research study was 100%. The directors signed and returned the informed consent notice to the researcher prior to participating in the study.

Response Rate

The 100% response rate was attributed to the full support of Columbia College's Vice President for Adult Higher Education and the Deans of the Division of Adult Higher Education. The distance learning component of the extended campus location is relatively new to the college and the extended campus directors were encouraged to participate in the study in an effort to increase organizational effectiveness relative to the administration of these programs.

Findings

The purpose of this study was to analyze the self-reported leadership practices of higher education extended campus directors in the context of the administration of distance learning programs as measured by the Leadership Practices Inventory Self (LPI-Self). The study was completed in two phases. The quantitative phase of the research study was designed to collect data related to the frequency of use of the leadership practices measured by the LPI-Self and addressed the overarching research question and the first research sub-question.

The qualitative phase was intended to provide insights into the utilization of the best leadership practices model developed by Kouzes and Posner relative to the administration of distance learning programs and the organizational expectations for the utilization of best leadership practices in the administration of these programs. The qualitative data collected during this phase of the research study also provided data that addressed research sub-questions two and three.

Demographic Profile of the Respondents

The respondents that participated in this research study were the 30 extended campus directors working at different locations around the country as part of the Division of Adult Higher Education at Columbia College of Missouri. The researcher used the method of purposive sampling to select Columbia College due to similarities between the college's extended campus program and the programs at other higher education institutions that offer these types of services.

The demographic survey instrument was used to collect data related to the respondent's gender, age, education, experience, and years in current position. Demographic data collected during the survey was analyzed using SPSS for Microsoft Windows statistical analysis software version 12.0. The return rate for the demographic survey instrument was 100%.

There were 15 female and 15 male respondents and their ages ranged from 38 to 65 years old, with the mean age of the study population being 51.17 years old. The educational level reported by the respondents included 7 respondents with doctorates, two of the respondents held an Educational Specialist degree, and the remaining 21 respondents held master's degrees. The respondents reported varying degrees of

experience in higher education. There were eight respondents that reported less than five years experience, seven that reported six to ten years experience, four that reported 11 to 15 years experience, two that reported 16 to 21 years experience, and one that reported more than 21 years experience in higher education.

The analysis of the respondents years of experience in their current position revealed that 21 respondents reported less than five years experience, six reported six to ten years experience, two reported 16 to 21 years experience, and one reported more than 21 years experience.

Leadership Practices of the Extended Campus Directors

The overarching research question for this study was: What are the self-reported best leadership practices most often utilized by directors at extended campus locations in the administration of programs with a distance learning component as measured by the LPI-Self?

Quantitative data was collected from the LPI-Self to address the overarching research question for the study. The individual survey responses were first analyzed using the LPI scoring software included in the *Leadership Practices Inventory Facilitator's Guide* (Kouzes & Posner, 2003b). This software produced a detailed report based on the data entered from the survey instrument. The report included means and standard deviations for each of the five leadership practices that were used for a comparison to the baseline data reported for the survey instrument. The scoring software also provided means and standard deviations for each of the thirty individual item statements associated with the best leadership practices measured by the survey instrument.

The data from the LPI scoring software was then exported to a Microsoft Excel spreadsheet. The data from this spreadsheet was imported to SPSS for Microsoft Windows statistical analysis software version 12.0 to conduct data analysis related to the overarching research question and research sub-question one. A reliability analysis was completed using SPSS to determine the Cronbach's Alpha coefficients for the leadership practices of the respondents.

Cronbach's Alpha is a reliability coefficient calculated as a measure of internal reliability and may be interpreted as a correlation coefficient that ranges from 0 to 1. It is generally accepted that a measure of reliability determined using Cronbach's Alpha at the 0.7 scale is an indication of the internal reliability of survey instrument. The results of the reliability analysis and the baseline Cronbach's Alpha for the survey instrument are recorded in Table 4.

Table 4

Comparison of Reliability (Cronbach's Alpha) Coefficients

	Campus Directors	Baseline
Leadership Practice	Cronbach's Alpha	Cronbach's Alpha
Modeling the Way	.64	.77
Inspiring a Shared Vision	.89	.87
Challenging the Process	.70	.80
Enabling Others to Act	.32	.75
Encouraging the Heart	.85	.87
N = 30 for campus directors N = 2072 for baseline		

The reliability coefficients, reported in Table 4, for the leadership practices of inspiring a shared vision (.89), challenging the process (.70), and encouraging the heart (.85) were within the parameters established for internal reliability. The reliability coefficients for modeling the way (.64) was slightly below the generally accepted level of 0.7 and the researcher noted an unusually low Cronbach's Alpha following the reliability analysis for the leadership practice enabling others to act (.32).

The researcher carefully reviewed the raw data obtained from the survey instruments to eliminate the possibility of errors related to data entry. A review of the SPSS output column for Cronbach's Alpha if item deleted to determine if the low reliability coefficient resulted from the inclusion of a single item indicated only slight increases would be achieved by deleting item 24 of the survey instrument. This item is

associated with the leadership practice enabling others to act and the researcher determined that, as there were no modifications to the original survey instrument, it would remain in the dataset. Although Kouzes and Posner (2000) reported that a number of other research studies produced Cronbach's Alpha coefficients similar to the baseline data, it should be noted that other studies have reported low reliability coefficients for one or more of the leadership practices measured by the survey instrument (Bieber, 2003; Timmons, 2002; Woodrum & Safrit, 2003).

LPI Self – Survey Item Means and Standard Deviations of Campus Directors

The LPI-Self uses a series of individual item statements to determine the frequency of use for each of the leadership practices measured by the survey instrument. The means, standard deviations, minimum scores, and maximum scores of the individual item statements reported by the campus directors are recorded in Table 5. There are six statements associated with each leadership practice. There are no obvious anomalies in the ranking of the individual item statements relative to the overall ranking of the frequency of use for the five leadership practices. All individual statements have a maximum score of ten based on the ten-point Likert scale used by the LPI-Self. The minimum scores vary from one to seven for the individual statements.

Table 5

LPI Self – Means and Standard Deviations by Item

Item	Statement	Practice	Mean	SD	Min	Max
14.	Treats others with dignity and 10 Respect	EOA		9.50	.77	7
30.	Gives team members appreciation and support	ETH	9.07	1.20	4	10
11.	Follows through on promises and commitments	MTW	9.03	.89	7	10
1.	Sets a personal example of what is expected	MTW	8.93	1.14	6	10
4.	Develops cooperative relationships	EOA	8.83	1.02	7	10
5.	Praises people for a job well done	ETH	8.80	1.22	4	10
24.	Gives people choice about how to do their work	EOA	8.67	.844	7	10
21.	Builds consensus around organization's values	MTW	8.60	1.13	7	10
27.	Speaks with conviction about meaning of work	ISV	8.57	1.19	6	10
29.	Ensures that people grow in their jobs	EOA	8.50	1.17	5	10
10.	Expresses confidence in people's abilities	ETH	8.47	1.04	5	10
18.	Asks "What can we Learn?"	CTP	8.43	1.07	5	10
20.	Recognizes people for commitment to shared values	ETH	8.40	1.38	4	10

Table 5 (continued)

LPI Self – Means and Standard Deviations by Item

Item	Statement	Practice	Mean	SD	Min	Max
19.	Supports decisions other people make	EOA	8.33	.758	7	10
26.	Is clear about his/her philosophy of leadership	MTW	8.33	1.37	5	10
9.	Actively listens to diverse . points of view	EOA	8.30	1.09	6	10
23.	Makes certain that goals, plans, and milestones are set	CTP	8.23	1.10	6	10
2.	Talks about future trends influencing our work	ISV	8.07	1.26	6	10
22.	Paints “big picture” of group aspirations	ISV	8.00	1.41	4	10
15.	Creatively rewards people for their contributions	ETH	7.97	1.90	3	10
25.	Finds ways to celebrate Accomplishments	ETH	7.97	1.56	4	10
28.	Experiments and takes risks	CTP	7.80	1.61	5	10
8.	Challenges people to try new approaches	CTP	7.67	1.56	4	10
6.	Makes certain that people adhere to agreed-on standards	MTW	7.63	1.63	3	10
3.	Seeks challenging opportunities to test skills	CTP	7.60	1.19	5	10
13.	Searches outside organization for innovative ways to improve	CTP	7.57	1.22	5	10

Table 5 (continued)

LPI Self – Means and Standard Deviations by Item

Item	Statement	Practice	Mean	SD	Min	Max
12.	Appeals to others to share dream of the future	ISV	7.53	1.68	4	10
16.	Asks for feedback on how his/her actions affect people's performance	MTW	7.37	1.63	3	10
7.	Describes a compelling image of the future	ISV	7.17	2.07	1	10
17.	Shows others how their interests can be realized	ISV	7.07	2.01	2	10

N = 30

Note. MTW = Modeling the Way, ISV = Inspiring a shared vision, CTP = Challenging the process, EOA = Enabling others to act, ETH = Encouraging the heart

The means and standard deviations, including maximum and minimum scores, of the self-reported leadership practices of the campus directors as measured using the LPI-Self are reported in Table 6.

Table 6

LPI Self - Means and Standard Deviations of Campus Directors

Leadership Practice	Mean	Standard Deviation	Min	Max
Enabling Others to Act	52.1	2.7	47	57
Encouraging the Heart	50.7	6.4	25	60
Modeling the Way	49.9	4.7	37	59
Inspiring a Shared Vision	46.4	8.0	23	59
Challenging the Process	47.3	5.0	36	58

N = 30

An analysis of the reported mean scores of the campus director indicated that the most frequently used leadership practice was enabling others to act ($M = 52.1$). The next most frequently used leadership practice was encouraging the heart ($M = 50.7$). Modeling the way ($M = 49.9$) and challenging the process ($M = 47.3$) were ranked third and fourth. The leadership practice that campus directors reported as least frequently used was inspiring a shared vision ($M = 46.6$).

A Comparison of Reported Leadership Practices with the Baseline Data

The first research sub-question was: Are there any differences between the self-reported best leadership practices utilized by the extended campus directors and the baseline data associated with the LPI-Self?

The researcher completed an analysis of the quantitative data gathered during this phase of the study to compare the means of the campus directors with the established baseline data. The reported baseline data related to means and standard deviations associated with the LPI-Self indicated that enabling others to act was the most frequently used leadership practice and modeling the way was the next most frequently used leadership practice (Kouzes & Posner, 2004). Mean scores for challenging the process and encouraging the heart are almost equal, and the leadership practice reported as least frequently used is inspiring a shared vision (Kouzes & Posner, 2004).

The researcher used the one-sample z-test to determine if there were statistically significant differences in the means reported by the campus directors and those provided by the baseline data. The results of the comparison of means and standard deviations reported in Table 7.

Table 7

LPI Self – Comparison of Means and Standard Deviations with z scores

Leadership Practice	Campus Directors		Baseline		z
	Mean	SD	Mean	SD	
Enabling Others to Act	52.1	2.7	48.7	5.4	3.43*
Encouraging the Heart	50.7	6.4	43.8	8.0	4.73*
Modeling the Way	49.9	4.7	47.0	6.0	2.64*
Challenging the Process	47.3	5.0	43.9	6.8	2.74*
Inspiring a Shared Vision	46.4	8.0	40.6	8.8	3.60*

N = 30 for campus directors

N = 2072 for baseline

* $p < .01$.

The one-sample z-test (See Table 7) indicated a statistically significant difference at the .01 level ($p < .01$) for all measured best leadership practices between the self-reported scores of the campus directors and the baseline data. The largest difference between the means of the self-reported leadership practices and the baseline data was noted for the leadership practice of encouraging the heart. The campus directors reported frequency of use for each leadership practice differed from the frequency of use reported in the baseline data.

The researcher also performed an analysis of the individual item statements using the one-sample z-test. The results of this item statement analysis are reported in Table 8. This analysis was used to determine if there were statistically significant differences between the self-reported individual item scores of the campus directors and the

established baselines for these statements. There were no statistically significant differences noted, relative to the review of the item statements.

Table 8

LPI Self – Means and Standard Deviations with z scores by Item

Item	Statement	Practice	Directors		Baseline		z
			Mean	SD	Mean	SD	
14.	Treats others with dignity and respect	EOA	9.50	.77	9.24	1.10	.15
30.	Gives team members Appreciation and support	ETH	9.07	1.20	7.81	1.69	.74
11.	Follows through on promises and commitments	MTW	9.03	.89	8.86	1.21	.11
1.	Sets a personal example of what is expected	MTW	8.93	1.14	8.51	1.29	.26
4.	Develops cooperative relationships	EOA	8.83	1.02	8.70	1.30	.08
5.	Praises people for a job well done	ETH	8.80	1.22	8.21	1.54	.36
24.	Gives people choice about how to do their work	EOA	8.67	.844	8.13	1.66	.34
21.	Builds consensus around organization's values	MTW	8.60	1.13	7.15	1.98	.91
27.	Speaks with conviction about meaning of work	ISV	8.57	1.19	7.49	2.09	.68

Table 8 (continued)

LPI Self – Means and Standard Deviations with z scores by Item

Item	Statement	Practice	Directors		Baseline		z
			Mean	SD	Mean	SD	
29.	Ensures that people grow in their jobs	EOA	8.50	1.17	7.41	1.94	.68
10.	Expresses confidence in people's abilities	ETH	8.47	1.04	7.57	1.69	.56
18.	Asks "What can we learn?"	CTP	8.43	1.07	7.34	1.94	.73
20.	Recognizes people for commitment to shared values	ETH	8.40	1.38	7.20	2.10	1
19.	Supports decisions other people make	EOA	8.33	.758	7.94	1.36	.62
26.	Is clear about his/her Philosophy of leadership	MTW	8.33	1.37	7.40	2.09	.26
9.	Actively listens to diverse points of view	EOA	8.30	1.09	8.04	1.50	.17
23.	Makes certain that goals, plans, and milestones are set	CTP	8.23	1.10	7.44	1.85	.53
2.	Talks about future trends influencing our work	ISV	8.07	1.26	7.27	1.79	.53
22.	Paints "big picture" of group aspirations	ISV	8.00	1.41	7.39	1.92	.41

Table 8 (continued)

LPI Self – Means and Standard Deviations with z scores by Item

Item	Statement	Practice	Directors		Baseline		z
			Mean	SD	Mean	SD	
15.	Creatively rewards people for their contributions	ETH	7.97	1.90	6.82	2.12	.76
25.	Finds ways to celebrate Accomplishments	ETH	7.97	1.56	6.82	2.07	.76
28.	Experiments and takes risks	CTP	7.80	1.61	6.92	1.96	.63
8.	Challenges people to try new approaches	CTP	7.67	1.56	6.96	1.89	.51
6.	Makes certain that people adhere to agreed-on standards	MTW	7.63	1.63	7.37	1.75	.19
3.	Seeks challenging opportunities to test skills	CTP	7.60	1.19	7.70	1.64	-.07
13.	Searches outside organization for innovative ways to improve	CTP	7.57	1.22	6.74	2.10	.59
12.	Appeals to others to share dream of the future	ISV	7.53	1.68	6.48	2.14	.75
16.	Asks for feedback on how his/her actions affect people's performance	MTW	7.37	1.63	5.95	2.24	1.09

Table 8 (continued)

LPI Self – Means and Standard Deviations with z scores by Item

Item	Statement	Practice	Directors		Baseline		z
			Mean	SD	Mean	SD	
7.	Describes a compelling of image the future	ISV	7.17	2.07	6.33	2.10	.65
17.	Shows others how their interests can be realized	ISV	7.07	2.01	5.94	2.21	.87

N = 30

Note. MTW = Modeling the Way, ISV = Inspiring a shared vision, CTP = Challenging the process, EOA = Enabling others to act, ETH = Encouraging the heart

The researcher reviewed the individual item responses for anomalies related to the scores as reported by the campus directors during the quantitative phase of the research study. There was some minor differentiation between the rankings of the reported individual item statements recorded in this study and those reported in the baseline data.

The top ranked item in both the baseline data and the reported rankings of the campus directors was a statement associated with enabling others to act. This statement involved the way respondents treated others and in both the baseline data and reported data from the campus directors it was ranked number one.

The lowest ranked statement reported by the campus directors and the baseline data was associated with the practice of inspiring a shared vision. This statement was associated with the ability of leaders to illustrate to others how their best interest are

served. Inspiring a shared vision was the least frequently used leadership practice reported by the campus directors. The researcher noted that one statement associated with inspiring a shared vision ranked in the top ten by the campus directors and just outside the top ten in relation to the baseline data. This statement required respondents to rank the degree to which they speak with conviction in relation to the meaning of work. There were no statistically significant differences noted relative to the analysis of the individual item statements.

The Utilization of Best Leadership Practices

The researcher conducted qualitative interviews that addressed the second and third research sub-questions and enriched the data obtained during the quantitative phase of this research study. The qualitative phase of the research study identified common themes related to the research sub-questions and provided insights into the analysis of the quantitative data relative to the utilization of best leadership practices in the administration of distance learning programs at the extended campus locations.

The second research sub-question was: Are there any differences in the utilization of the Kouzes and Posner best leadership practices model from the perspective of the extended campus directors and their immediate supervisors?

The data gathered during the quantitative phase of this research study defined the leadership practices of extended campus directors in the terms of the frequency of use for each practice measured by the LPI-Self. The purpose of the second research sub-question was to provide qualitative data related to the perspectives of the campus directors and their supervisors regarding the utilization of the Kouzes and Posner best leadership

practices model relative to the administration of higher education distance learning programs.

The researcher analyzed the qualitative data collected during this phase of the research study. The researcher determined that there were no differences related to the utilization of the Kouzes and Posner best leadership practices model from the perspectives of the extended campus directors and their immediate supervisors. The following qualitative data, in the form of excerpts from selected interviews, supported the researcher's finding that the directors and their immediate supervisors shared similar opinions relative to the utilization of best leadership practices in this context.

Common Themes Related to the Utilization of Best Leadership Practices

Three common themes emerged from the data analysis of the interviews related to the utilization of the Kouzes and Posner best leadership practices model from the perspectives of the extended campus directors and their immediate supervisors. The researcher identified these common themes as societal change concerning access to higher education, new challenges, and staff and faculty support related to the administration of these programs. The three common themes were noted in the analysis of the transcripts from both groups. This finding illustrated that there were no differences associated with the utilization of the Kouzes and Posner best leadership practices model relative to the administration of distance learning programs at the extended campus locations.

These common themes supported the frequency of use for the leadership practices of enabling others to act, encouraging the heart, and modeling the way as reported by the extended campus directors during the quantitative phase of the study.

Societal Change as an Emerging Theme

The campus directors and their immediate supervisors believed that the growth of distance learning programs in higher education was based on societal change concerning access to higher education. They also implied that the leadership practice of enabling others to act formed an essential element related to the importance of utilizing this leadership practice in the administration of distance learning programs. The technological growth and expansion of the Internet is considered to be a major factor in the evolution of higher education distance learning programs (Beaudoin, 2003; Snell, 2001; U. S. Department of Education, 2006a). The evolution of these programs was a major factor relative to the increased interest in the utilization of best leadership practices relative to the administration of distance learning programs (Beaudoin, 2003; Dede, 1993; Marcus, 2004). This was illustrated by the comments of one director, who stated that:

Our society in general has changed and this generation has a higher expectation with regard to accessibility to higher education. This increased expectation has created a movement in higher education to meet the learner wherever he or she might be and provide a viable learning experience to that individual. I think the market for distance learning is driven by a societal need to for access related to the availability of the Internet. It is this growth that requires us to empower our staff more than ever before to keep pace with the growth of the online campus.

The director simply can't be everywhere all the time and the staff must be able to make decisions. (Interview 8, personal communication, August 4, 2007)

This idea of societal change related to access as a growth factor in distance learning programs underscored the need to empower the extended campus staff. Empowerment may be viewed as an important aspect of enabling others to act as the most frequently used best leadership practice reported by the campus directors. The extended campus directors have been increasingly tasked with providing leadership in the administration of distance learning programs and this tasking was directly related to the growth of these programs (Columbia College, 2007).

The immediate supervisors expressed similar opinions related to the need to empower the extended campus staff. They believed that the growth of the Internet and the continuing technological advancements that have increased access to distance learning programs in higher education required the campus directors to enable others to act. This was illustrated in the comments of one supervisor who noted that:

The unprecedented growth of our distance learning program has changed the way we do business at the extended campus. There is an expectation for access [to higher education] that is driven by the nature of our society.

The director must empower the staff to meet the needs of the online students. It is clear that the director has an obligation to the organization to maintain and support the online program at their respective locations.

(Interview 2, personal communication, August 4, 2007)

Interest in the utilization of best leadership practices in the administration of higher education distance learning programs was directly related to the expansion of these programs throughout higher education (Allen & Seaman, 2004; Muilenburg & Berge, 2001; NEA, 2000). The campus directors and their immediate supervisors made

this connection with regard to the necessity of enabling others to act as a leadership practice relative to the administration of these programs. They understood the origins of distance learning programs and subsequently appreciated the important role that leadership plays in the administration of these programs at higher education institutions. This common theme concerned the growth of distance learning programs in higher education as it relates to the need for directors to engage in the best leadership practice of enabling others.

New Challenges and Faculty and Staff Support as an Emerging Theme

The relationship between new challenges for leadership and the support of faculty and staff as factors essential to the utilization of best leadership practices in the administration of distance learning programs, were also common themes that emerged during the analysis of the qualitative interview transcripts of both groups. Researchers have long believed that leadership is about addressing new challenges (Astin & Astin, 2001; Bennis & Nanus, 1985; Kouzes & Posner, 2002). The idea of faculty and staff support as it relates to the administration of higher education distance learning programs is also a factor in the continued evolution of the programs (Ansah & Johnson, 2003; Brooks, 2003; Care & Scanlan, 2001). The analysis of the interview transcripts determined that both groups believed the leadership practices of encouraging the heart and modeling the way were related to these common themes. Encouraging the heart and modeling the way were considered essential best leadership practices related to the administration of distance learning programs at the extended campus locations. The similarities of the opinions noted during the interview were illustrated by the comments of a supervisor who stated:

I think being a leader is more important in an online program. The extended campus director sees everyone and what everyone is doing first hand. In the online programs the leader has to promote staff buy-in and create a sense of belonging at the campus. There have to recognize the challenges created by the online campus and encourage the staff to support the online student. Leadership becomes critical as the program grows and the staff buy-in becomes essential to the success of the program. (Interview 4, personal communication, August 4, 2007)

Creating a sense of belonging provided an example of encouraging the heart as a best leadership practice in the administration of distance learning programs. Encouraging the heart was the second most frequently used leadership practice reported by the extended campus directors during the quantitative phase of this study.

Promoting staff buy-in illustrated the use of modeling the way as a best leadership practice. According to Kouzes and Posner (2002a), leaders must model the way when meeting new challenges. Modeling the way was the third most frequently used leadership practice reported by the extended campus directors during the quantitative phase of this study.

Researchers have noted that the continued development of distance learning programs in higher education is predicated on the ability of the leader to meet new challenges and the extent to which faculty and staff support the program (Beaudoin, 2003; Brooks, 2003; Dede, 1993). On the same topic a director noted:

First off, I think adding responsibility for the distance education program has affected everything because of the technology aspect. The faculty and staff must

buy-in to the program and I have to be the catalyst for that buy-in, giving them the authority to make decisions necessary to their work. I rarely see the online students but I am still responsible for their academic progress and successful completion of their program of study. The addition of the online students has created new challenges to the way we do business. (Interview 3, personal communication, August 4, 2007)

The technology that has increased access to higher education distance learning programs has also created an environment that enabled leaders to utilize the leadership practices of encouraging the heart and modeling the way. This is illustrated in the comments a director, who noted that:

Leadership in distance education is about innovation and meeting new challenges. It requires an increased level of commitment from faculty and staff. They have to support what the college is trying to do with the online program. As the students become more interactive in participating in the online courses the director must be attuned to the attitudes of the faculty to develop their understanding of the role they play in our program. The advisors must accept that advising goes beyond the face-to-face interaction they have become used to at the extended campus and they have to buy-in to the idea that they can advise using email or telephones. (Interview 7, personal communication, August 4, 2007)

The qualitative analysis of the interview transcripts from both groups indicated similarities related to the utilization of best leadership practices in this environment. The campus directors reported that enabling others to act, encouraging the heart, and modeling the way were important best leadership practices in the administration of

distance learning programs. There were no noted differences relative to research sub-question 2 concerning the utilization of Kouzes' and Posner's best leadership practices from the perspectives of the extended campus directors and their immediate supervisors.

Common Themes Related to Organizational Expectations

The third research sub-question was: What are the organizational expectations relative to the utilization of the Kouzes and Posner best leadership practices model in the administration of higher education distance learning programs at the extended campus locations?

The two common themes related to organizational expectations for the role of leadership in the administration of distance learning programs that were identified by the researcher were seamless integration and revenue with quality.

Seamless Integration and Revenue with Quality as Emerging Themes

The campus directors and their immediate supervisors acknowledged an organizational expectation for the seamless integration of the distance learning program into the traditional curriculum of the college. They also recognized that the distance learning courses developed by the Online Campus represented a means of generating revenue for the college. It is also important to note that they agreed that revenue with quality is an organizational expectation at all levels of the college. The organizational expectations relative to the utilization of best leadership practices in the administration of distance learning programs are exemplified by Kouzes' and Posner's leadership practices of inspiring a shared vision and challenging the process. One supervisor stated that:

The organization expects campus directors from a division level to embrace, promote, and support the online program with the same degree of vigor and

attention to detail they do their in-seat program. The campus directors may not control the aspects of the online program to the same degree that they control their in-seat program, but they are required to be engaged in the administration of their student body as it relates to the online campus. It's an added degree of coordination. It's made that part of it more complex. But the one thing that the director cannot do is not be engaged. (Interview 2, personal communication, August 4, 2007)

Leadership in the administration of distance learning programs must be clearly defined and is an area of concern noted by researchers in the field ((Ensimer & Surry, 2002; Muilenburg & Berge, 2001; Pachnowski & Jurczyk, 2003). The idea of engagement as noted in the previous interview excerpt was directly to challenging the process. There was an organizational expectation that extended campus directors challenge the process through this sense of engagement evidenced by the comments of one director who stated that:

Organizationally we have to work with the other support areas and its just like any of the programs as the online program grows it affects the financial aid staff, student services, the registrar's office, and many other areas within the college. There is an organizational expectation that the program will generate revenue, but not at the expense of quality. It is important that we question what we are doing at the campus level in support of the online program. This constant scrutiny must be applied by us, as directors and it is expected that we are cognizant of our obligation to the online campus. (Interview 7, personal communication, August 4, 2007)

These comments reflected a high level of organizational commitment and illustrated the need to inspire a shared vision of the support necessary for the continued evolution of the Online Campus. The utilization of best leadership practices in the administration of these programs is clearly understood by both directors and their immediate supervisors. There was no ambiguity with regard to the organizational expectations of the leadership responsibilities of the campus directors. The directors and their immediate supervisors interviewed during the qualitative phase of this research study fully understood the organizational expectations related to the utilization of the Kouzes and Posner best leadership practices model in this environment.

Summary

The purpose of this research study was to analyze the self-reported leadership practices, as measured by the Leadership Practices Inventory – Self (LPI – Self), of the extended campus directors working within the Division of Adult Higher Education at Columbia College of Missouri. The researcher conducted a mixed-methods research study that used the LPI-Self to collect quantitative data relative to the research questions.

The survey instrument was distributed to the 30 extended campus directors working for Columbia College of Missouri at locations across the country using a secure email account established for the purpose of this study. The researcher completed a one-sample z-test analysis of the quantitative data for a comparison of the self-reported leadership practices and the baseline data associated with the survey instrument.

The researcher obtained qualitative data for this study during a series of face-to-face interviews conducted with selected participants. The interviews were recorded and

transcribed for data analysis to determine common themes relative to the research questions. The transcripts were destroyed upon completion of the study.

The findings indicated that the order of reported frequency of use for the self-reported leadership practices of the campus directors differed from the baseline data. The leadership practices listed from most frequently to least frequently used by the campus directors are enabling others to act, encouraging the heart, modeling the way, challenging the process, and inspiring a shared vision. The baseline data for these leadership practices rank enabling others to act as the most frequently used leadership practice and modeling the way as the next most used leadership practice. The leadership practices ranked next in frequency of use, according to the baseline data, are challenging the process and encouraging the heart. The leadership practice used least frequently is reported as inspiring a shared vision.

A one-sample z-test was completed for all leadership practices measured by the survey instrument. The results indicated that for research sub-question one there were statistically significant differences between the self-reported leadership practices of the extended campus directors and the baseline data at the .01 level ($p < .01$) for all leadership practices.

Research sub-questions two and three were answered following an analysis of the qualitative data gathered from the face-to-face interviews conducted by the researcher. There were three common themes that emerged relative to the research sub-question two and these themes supported the researchers findings that there were not any differences related to the perspectives of the campus directors and their immediate supervisors associated with the utilization of the Kouzes and Posner best leadership practices model.

Both groups presented the common themes of societal change concerning access to higher education, new challenges, and staff and faculty support. These themes were directly related to the most frequently used leadership practices, as reported by the campus directors during the quantitative phase of this research study, of enabling others to act, encouraging the heart, and modeling the way.

The findings related to the analysis of the qualitative data also indicated that organizational expectations relative to the utilization of best leadership practices in the administration of higher education distance learning programs at the extended campus locations included the concepts of revenue with quality, and seamless integration of distance learning courses with the traditional curriculum. These common themes were associated with the campus director's self-reported leadership practices of challenging the process and inspiring a shared vision.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Our country is dependent on access to higher education as a means to advance both economically and socially. Leadership in the administration of traditional higher education programs is important for the continued viability of these programs. The utilization of best leadership practices in the administration of distance learning programs is equally important as these programs continue to evolve in higher education institutions around the country. Educational administrators have an obligation to develop best leadership practices that improve organizational effectiveness.

Distance learning programs have become increasingly popular as a means of increasing access to higher education. The expansion and growth of distance learning programs creates a new model for the learning transaction that requires the utilization of best leadership practices designed for these programs.

There is a gap in the literature related to utilization of best leadership practices in the administration of distance learning programs. Research suggests that the best leadership practices essential to the administration of higher education distance learning programs are different from those used in traditional higher education programs. The evolution of distance learning programs requires a clear understanding of best leadership practices relative to the administration of these programs.

Summary

This study was designed and conducted using a mixed-methods research model to answer the overarching research question: What are the self-reported best leadership practices most often utilized by directors at extended campus locations in the

administration of programs with a distance learning component as measured by the LPI-Self? The study also considered the following sub-questions:

1. Are there any differences between the self-reported best leadership practices utilized by the extended campus directors and the baseline data associated with the LPI-Self?
2. Are there any differences in the utilization of the Kouzes and Posner best leadership practices model from the perspective of the extended campus directors and their immediate supervisors?
3. What are the organizational expectations relative to the utilization of the Kouzes and Posner best leadership practices model in the administration of higher education distance learning programs at the extended campus locations?

The mixed-method research design allowed the researcher to collect quantitative and qualitative data to address the research questions. The researcher used the Leadership Practices Inventory-Self (LPI-Self) to obtain quantitative data from the study participants. The LPI-Self required respondents to use a ten point Likert scale with the following response options, (1) almost never do what is described in the statement; (2) rarely; (3) seldom; (4) once in a while; (5) occasionally; (6) sometimes; (7) fairly often; (8) usually; (9) very frequently; and (10) almost always do what is described in the statement.

The participants for the study were the 30 extended campus directors that work at Columbia College of Missouri in the Division of Adult Higher Education. The campus directors worked at various locations across the country. The LPI-Self and demographic

surveys were distributed to the campus directors using a secure email account established for this purpose. The directors were invited to take part in the research study in an earlier email distributed in August 2007 that included the informed consent notice and directions for accessing the secure email account. The return rate for the survey instrument was 100%. The higher than average return rate was attributed to the full support of Columbia College's Vice President for Adult Higher Education. This support was evidenced by a personal letter of support distributed to the extended campus directors that encouraged them to participate in this research study.

Qualitative data was obtained from a series of face-to-face interviews with selected campus directors and their immediate supervisors. The researcher interviewed five directors to obtain qualitative data that enriched the data collected during the quantitative phase of this study. The researcher also conducted interviews with three of the campus director's immediate supervisors to determine if there were any differences related to the utilization of best leadership practices from the perspective of the directors and their immediate supervisors. The qualitative data obtained from the interviews of the immediate supervisors provided a clearer understanding of organizational expectations relative to the utilization of best leadership practices in the administration of higher education distance learning programs at extended campus locations.

Analysis of the Research Findings

Demographic data collected from the survey instrument developed for the study indicated that there were an equal number of male and female respondents and their ages ranged from 38 to 65 years old, with the mean age of the respondents being 51.17 years old. The majority of the respondents held master's degrees. The reported level experience

in higher education ranged from eight respondents that reported less than five years experience to one respondent that reported more than 21 years experience. There were 21 respondents with less than five years experience in their current position.

The researcher concluded that enabling others to act was the leadership practice most frequently utilized by the campus directors. This was followed, in the order of reported use, by encouraging the heart, modeling the way, and challenging the process. Inspiring a shared vision was the least frequently utilized leadership practice by the campus directors.

The researcher determined the reported order of frequency of use for the leadership practices measured by the LPI-Self differed from the reported frequency of use in the baseline data. The baseline data for the LPI-Self established the most frequently used leadership practice as enabling others to act and modeling the way is the second most frequently used leadership practice. The baseline data further indicated that the next most frequently used leadership practices were challenging the process and encouraging the heart. The leadership practice reported by the baseline data as least frequently used was inspiring a shared vision.

The researcher used the one-sample z-test to compare the means of the self-reported leadership practices of the campus directors to the baseline data. There were significant differences between the self-reported leadership practices of the campus directors and the baseline data reported for the LPI-Self. The research indicated that the campus directors reported significantly higher levels of use for each best leadership practice.

The qualitative data analysis of the interview transcripts identified three common themes, societal change concerning access to higher education, new challenges, and staff and faculty support, relative to the utilization of the Kouzes and Posner best leadership practices model from perspectives of the extended campus directors and their immediate supervisors. These common themes supported the researcher's findings that there were no differences related to the utilization of the Kouzes and Posner best leadership practices model from the perspectives of the extended campus directors and their immediate supervisors. The research also indicated that these common themes supported the frequency of use for the leadership practices of enabling others to act, encouraging the heart, and modeling the way as reported by the extended campus directors during the quantitative phase of the study.

The researcher also identified two common themes, revenue with quality and the seamless integration of the distance learning programs with the traditional curriculum, relevant to the organizational expectations for the utilization of the Kouzes and Posner best leadership practices model in the administration of higher education distance learning programs at the extended campus locations. These common themes were exemplified by the best leadership practices of inspiring a shared vision and challenging the process. The researcher concluded that these common themes supported the finding that the organizational expectations for the utilization of best leadership practices in the administration of higher education distance learning programs at the extended campus locations was clearly understood by both groups interviewed for this study.

Discussion of Research Findings

Researchers have found that an understanding of the leadership theories presented over the last hundred years has provided the foundation used to develop best leadership practices models in a variety of disciplines today (Bass, 1985; Bass, 1990; Bennis & Nanus, 1985; Doyle & Smith, 2001; Northouse, 2004). There have been hundreds of accepted leadership definitions produced by the volumes of research studies that have addressed the phenomenon of leadership (Bennis & Nanus, 1985). The best leadership practices model developed by Kouzes and Posner (1987) was grounded in the theory of transformational leadership.

The theory of transformational leadership was developed from observed connections that increased the awareness of the followers relative to organizational effectiveness (Bass, 1985; Doyle & Smith, 2001; Northouse, 2004). The researcher selected the Kouzes and Posner model for this study of the utilization of best leadership practices in the administration of distance learning programs to provide the essential undergirding that supported previous leadership studies in other private and public organizations.

There has been increased interest in the utilization of best leadership practices in this environment with the continued evolution of the Internet as a viable means of completing the learning transaction (Beaudoin, 2003; Dede, 1993; Marcus, 2004). The research findings indicated that there were statistically significant differences at the .01 level ($p < .01$) related to all leadership practices measured by LPI-Self when compared to previous research in other disciplines. There were also noted differences in the order of

reported frequency of use for the leadership practices measured by the LPI-Self between the self-reported leadership practices of the campus directors and the baseline data.

These differences may have resulted from an increased level of awareness exemplified by the growth of Columbia College's distance learning program and the organizational culture that embraced this growth. The campus directors and their immediate supervisors were cognizant of the importance of utilizing best leadership practices in the administration of this program. This cognizance was evidenced in the quantitative and qualitative data collected during this research study.

The significantly higher levels of use, noted from the quantitative data analysis, for each leadership practice may have resulted from an increased awareness of the distance learning environment related to organizational goals for the program. The campus directors' scores validated previous research that external forces have created increased levels of awareness among administrators of these programs relative to the need for the utilization of best leadership practices specific to distance learning programs (Ansah & Johnson, 2003; Beaudoin, 2003; Brooks, 2003). In the case of Columbia College, these external forces manifested themselves in terms of increased enrollments in the distance learning program and an organizational commitment to support the growth of the Online Campus (Columbia College, 2006). This is consistent with the findings of other research that has attributed the necessity to utilize best leadership practices specific to distance learning programs to the growth and expansion of these programs (Beaudoin, 2003; Brooks, 2003; Marcus, 2004; Meyen & Yang, 2003).

There have been a number of studies in a variety of disciplines that produced empirical data supporting the concept of leadership as a learning process that can be used

to develop best leadership practices in individuals throughout an organization (Bennis & Nanus, 1985; Kouzes & Posner, 2002a; Yukl, 2005). Researchers have defined leadership as a learned behavior with observable best leadership practices identified by certain behaviors (Bass, 1996; Doyle & Smith, 2001; Northouse, 2004).

This finding was supported by previous research that indicated a need to redefine the utilization of best leadership practices in the administration of higher education distance learning programs (Beaudoin, 2003; Dede, 1993; Marcus, 2004). Responsibility for the administration of distance learning programs has shifted to the extended campus location at many higher education institutions (Duning et al., 1993; Shoemaker, 1998). As a result of this shift, extended campus directors have been required to provide leadership in the administration of distance learning programs (Duning et al., 1993; Shoemaker, 1998).

Common Themes Related to the Qualitative Phase of the Research Study

The qualitative data obtained from face-to-face interviews with the selected extended campus directors and their immediate supervisors supported the quantitative findings presented by the researcher. There were common themes identified during the analysis of the interview transcripts from both groups that provided additional information related to the noted significant differences in the utilization of best leadership practices in the administration of distance learning programs at the extended campus location.

The second research sub-question was developed to ascertain if there were any perceived differences in the utilization of best leadership practices between the extended campus directors and their immediate supervisors. The emergent themes relative to this

research sub-question were identified by the researcher as societal change concerning access to higher education, new challenges, and staff and faculty support related to the administration of these programs.

Societal Change Concerning Access to Higher Education

The campus directors and their immediate supervisors understood the impact of the Internet as a viable means to expand access to higher education. There has been an unprecedented increase in access to higher education related to the growth of distance learning programs in higher education (Connick, 1997; Curran, 1997; Matthews, 1999; McHenry & Bozik, 1997). The population that can be effectively served by a higher education institution is no longer limited the physical boundaries of the campus (Waits & Lewis, 2003). The evolution of distance education programs was a recognized factor in the study of leadership as it relates to this environment (Astin & Astin, 2001; Howell et al., 2003; U. S. Department of Education, 2006a). Researchers have reevaluated the utilization of best leadership practices in the administration of these programs as a result of this continued growth (Beaudoin, 2003; Marcus, 2004; Meyen & Yang, 2003).

The researcher determined that this common understanding of the growth associated with increased access to higher education supported the frequency of use for the measured best leadership practices reported by the campus directors. Enabling others to act was the most frequently utilized leadership practice reported by the campus directors in the quantitative phase of this study. The findings indicated that the campus directors and their immediate supervisors connected the growth of the distance learning program with the need to empower others within the extended campus. Enabling others to act required an understanding between the directors and supervisors that produced an

organizational commitment to empower others by sharing information related to organizational effectiveness.

New Challenges and Faculty and Staff Support

In addition to understanding the reason for the growth of distance learning programs at the institution, the directors and supervisors acknowledged that there are other factors associated with the utilization of best leadership practices in this environment. The researcher found during the review of the literature that the common themes of new challenges and the support of faculty and staff were also factors cited by a number of other researchers as relevant to leadership in the administration of distance learning programs (Care & Scanlan, 2001; Muilenburg & Berge, 2001; Pachnowski & Jurczyk, 2003). Higher education administrators must evaluate different factors including access, challenges, and staff and faculty support that affect leadership practices in the administration of distance learning programs (Beaudoin, 2003; Care & Scanlan, 2001; Muilenburg & Berge, 2001; Portugal, 2006).

The researcher concluded that there were no differences in the perceptions of the campus directors and the supervisors related to the utilization of best leadership practices in the administration of extended campus locations with a distance learning component. The common themes that emerged during the analysis of the qualitative interview transcripts also supported the reported frequency of use for the leadership practices of encouraging the heart and modeling the way as reported by the extended campus directors during the quantitative phase of the study.

Organizational Expectations

The literature suggested that many organizations have tasked the directors of extended campus locations with the responsibility of providing leadership in the administration of distance learning programs (Arizona State University, 2000; Boston University, 2006; Shoemaker, 1998). The annual performance evaluations of the extended campus directors at Columbia College included strategic leadership as a rating category that required the immediate supervisor to evaluate the best leadership practices of the extended campus directors (Columbia College, 2007b).

The researcher found that there were two common themes, seamless integration and revenue with quality, related to the organizational expectations for the utilization of best leadership practices in the administration of distance learning programs. The researcher also determined that there was an organizational commitment to the utilization of best leadership practices in the administration of distance learning programs at the college's extended campus locations. The review of the literature supported this idea of organizational commitment as an important factor in the utilization of best leadership practices in this setting. Organizational commitment and administrative support were essential factors in developing an understanding of the utilization of best leadership practices in the administration of distance learning programs (Giannoni & Tesone, 2003; Harman et al., 2000; Meyen & Yang, 2003).

The researcher found that there is an organizational expectation concerning the utilization best leadership practices in the administration of distance learning programs at the extended campus locations. This was evidenced by the two common themes related to organizational expectations and supported by the review of the literature. Distance

learning programs and the extended campus locations associated with higher education institutions functioned as major revenue streams for institutions that operated these types of programs (Illinois State University, 2006; Shoemaker, 1998). There were many research studies related to leadership in the administration of higher education distance learning programs that have cited organizational commitment as a factor in the development of these programs (Care & Scanlan, 2001; Muilenburg & Berge, 2001; Pachnowski & Jurczyk, 2003).

The common themes related to organizational expectations for the utilization of best leadership practices in the administration of distance learning programs were exemplified by the leadership practices of inspiring a shared vision and challenging the process. The seamless integration of the distance learning program with the traditional college curriculum and the commitment to revenue with quality required campus directors to be engaged in leadership practices associated with these ideas.

Inspiring a shared vision, as a best leadership practice, within the organization was evidenced by the willingness of the campus directors and their supervisors to promote staff buy-in to the organizational vision for the distance learning program.

Challenging the process, as a best leadership practice, required the campus directors and their supervisors to see beyond the current procedures and seek improvements related to revenue with quality.

The researcher concluded from an analysis of the data associated with the qualitative interviews collected during this phase of the study that for research sub-question two there were no perceived differences relative to the utilization of best

leadership practices in the administration of distance learning programs between the campus directors and their immediate supervisors.

The researcher found that for research sub-question three the campus directors and their supervisors agreed that the organizational expectations for the utilization of leadership are revenue with quality and the seamless interface of the distance learning program with those traditional programs established at the home campus.

Conclusions

The researcher determined that the self-reported best leadership practices of the extended campus directors at Columbia College, relative to the administration of distance learning programs, differed significantly from those leadership practices identified in previous research studies that examined other disciplines. The significant differences between the best leadership practices of the extended campus directors in relation to Kouzes and Posners norms indicated that there were measurable differences that allowed specific leadership practices to be categorized by frequency of use in the administration of distance learning programs. The campus directors reported a different frequency of use for the measured leadership practices than that of the norms established as baseline data for the LPI-Self.

The extended campus directors produced higher scores for all self-reported leadership practices measured by the survey instrument. The researcher attributed the higher scores to an increased awareness of the organizational expectations for the utilization of best leadership practices in the administration of distance learning programs. This increased awareness was fostered by an organizational commitment to the distance learning program and the level of commitment produced a higher degree of

cognizance among the extended campus directors with regard to the utilization of best leadership practices in the administration of distance learning programs.

The qualitative data analysis supported the conclusions drawn from the quantitative data analysis and there were indications of similarities between the perceptions of the extended campus directors and their immediate supervisors concerning the utilization of best leadership practices in this environment. These similarities contributed to the higher degree of cognizance that produced the significantly different scores for the self-reported leadership practices of the extended campus directors. The increased awareness related to this higher degree of cognizance also contributed to the common themes related to the organizational expectations for the utilization of best leadership practices in the administration of distance learning programs at the extended campus locations.

This heightened sense of awareness relative to the utilization of best leadership practices in the administration of distance learning programs was illustrated by the noted similarities in perceptions between the campus directors and their supervisors. The campus directors and their supervisors also expressed a sense of organizational continuity relative to the role of leadership in the administration of distance learning programs at the college that was manifested by the statistically significant difference between the self-reported leadership practices of the campus directors and the baseline data for all leadership practices.

The leadership practices measured by the LPI-Self were based on the transformational leadership practices that have been universally accepted as the impetus for increased organizational effectiveness. The use of the LPI-Self in this study provided

credibility to the findings as this survey instrument has been incorporated in a variety of studies that involved a number of different private and public organizations. The leadership practices measured by the LPI-Self have been specifically adapted to higher education as a guide for academic administrators (Kouzes & Posner 2003a).

Implications

The purpose of the study was to analyze the best leadership practices of the extended campus directors in the context of the administration of higher education distance learning programs. The review of the literature indicated that leadership is a learned behavior. Thus, the best leadership practices utilized in the administration of distance learning programs identified by this study could be taught to others as a means of increasing organizational effectiveness in this context.

The information derived from this study demonstrated that there were statistically significant differences in the self-reported leadership practices of extended campus directors relative to the established baseline data for the LPI-Self. Educational administrators concerned with the utilization of a best leadership practices model for the administration of distance learning programs could use this study as the impetus for a professional development plan. The plan should be focused on the utilization of best leadership practices that directly influence organizational effectiveness relative to the administration of distance learning programs in higher education.

Recommendations

1. Further research should be conducted at public institutions with distance learning programs, using a method of random sampling that would allow generalization of the results.

2. Further research should include subordinates to determine if there are real or perceived differences between the self-reported leadership practices of the administrators and their leadership practices as reported by subordinates.
3. Further research should include studies that evaluate leadership practices in the administration of distance learning programs based on enrollments to determine if there are differences related to the size of the program.
4. The study should be replicated at some time in the future to determine if leadership practices are affected by employee turnover or change with the director's level of experience.

Dissemination

The researcher plans to present this study at the Columbia College Spring 2008 Director's Conference in Columbia, Missouri on April 15, 2008. The extended campus directors, Deans of the Division for Adult Higher Education, and the Vice President for Adult Education will be presented with the results of this study. The researcher hopes that sharing this information with these individuals will lead to a better understanding of the utilization of best leadership practices in the administration of the extended campus location with a distance learning component.

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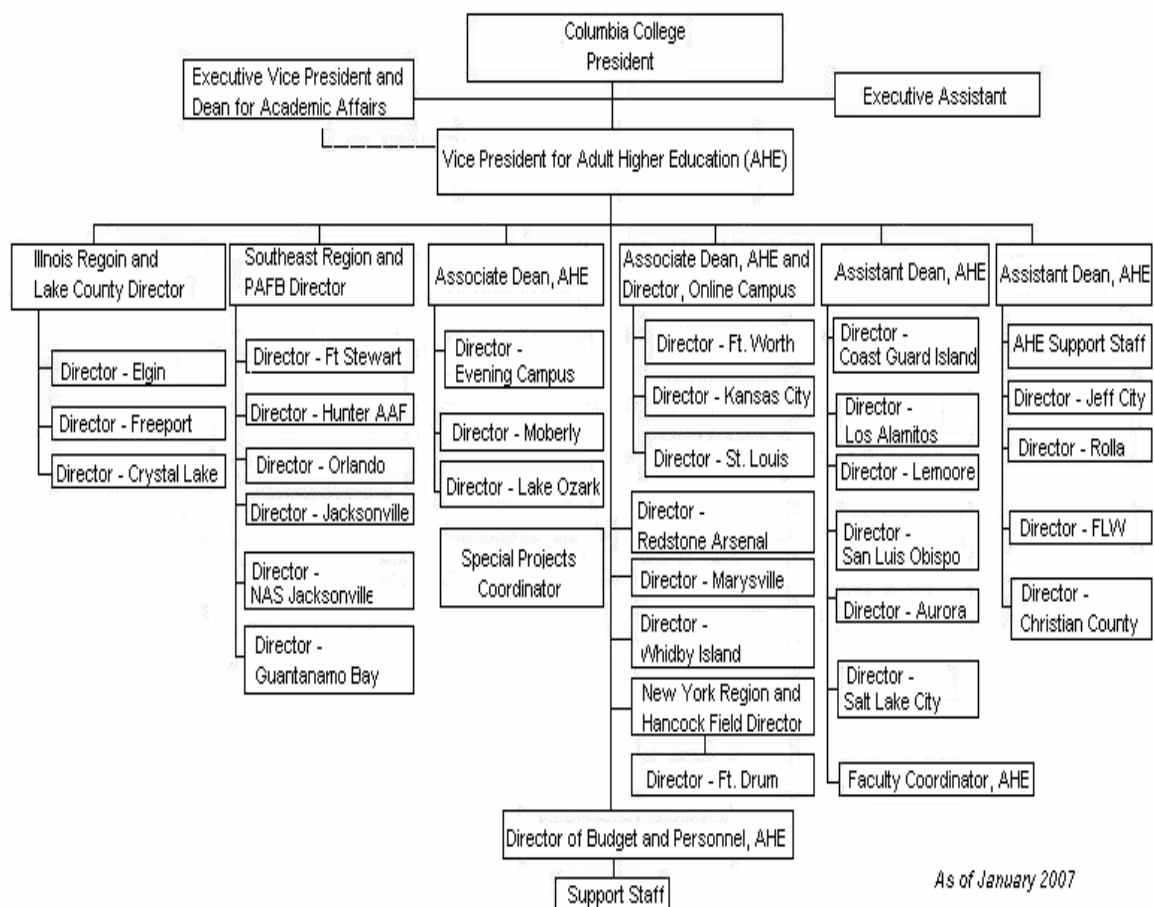
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APPENDICES

APPENDIX A
AHE ORGANIZATIONAL CHART

Division of Adult Higher Education



APPENDIX B

LEADERSHIP PRACTICES-SELF SURVEY INSTRUMENT

LPI Self - Leadership Practice Inventory.

by JAMES M. KOUZES & BARRY Z. POSNER

INSTRUCTIONS –

Enter your name in the space provided at the top of the next page. Below your name, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the **RATING SCALE** on the right, ask yourself:

“How frequently do I engage in the behavior described?”

- Be realistic about the extent to which you actually engage in the behavior.
- Be as honest and accurate as you can be.
- **DO NOT** answer in terms of how you would like to behave or in terms of how you think you should behave
- **DO** answer in terms of how you typically behave on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply to you, it’s probably because you don’t frequently engage in the behavior. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. Every statement must have a rating.

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Your Name: _____

The **RATING SCALE** runs from 1 to 10. Choose the number that best applies to each statement.

1	=	Almost Never	6	=	Sometimes
2	=	Rarely	7	=	Fairly Often

3	=	Seldom	8	=	Usually
4	=	Once in a While	9	=	Very Frequently
5	=	Occasionally	10	=	Almost Always

To what extent do you typically engage in the following behaviors'? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1. I set a personal example of what I expect of others.	
2. I talk about future trends that will influence how our work gets done.	
3. I seek out challenging opportunities that test my own skills and abilities.	
4. I develop cooperative relationships among the people I work with.	
5. I praise people for a job well done.	
6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.	
7. I describe a compelling image of what our future could be like.	
8. I challenge people to try out new and innovative ways to do their work.	
9. I actively listen to diverse points of view.	
10. I make it a point to let people know about my confidence in their abilities.	
11. I follow through on the promises and commitments that I make.	
12. I appeal to others to share an exciting dream of the future.	
13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.	
14. I treat others with dignity and respect.	
15. I make sure that people are creatively rewarded for their contributions to the success of our projects.	
16. I ask for feedback on how my actions affect other people's performance.	

17. I show others how their long-term interests can be realized by enlisting in a common vision.	
18. I ask “What can we learn?” when things don’t go as expected.	
19. I support the decisions that people make on their own.	
20. I publicly recognize people who exemplify commitment to shared values.	
21. I build consensus around a common set of values for running our organization.	
22. I paint the “big picture” of what we aspire to accomplish.	
23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	
24. I give people a great deal of freedom and choice in deciding how to do their work.	
25. I find ways to celebrate accomplishments.	
26. I am clear about my philosophy of leadership.	
27. I speak with genuine conviction about the higher meaning and purpose of our work.	
28. I experiment and take risks, even when there is a chance of failure.	
29. I ensure that people grow in their jobs by learning new skills and developing themselves.	
30. I give the members of the team lots of appreciation and support for their contributions.	

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APPENDIX C

COLUMBIA COLLEGE EXTENDED CAMPUS LOCATIONS MAP



Source: Columbia College Degree Completion Bulletin, Division of Adult Higher Education, Columbia, Missouri, dated August 1, 2006.

APPENDIX D

COLUMBIA COLLEGE EXTENDED CAMPUS LOCATIONS LIST

Source: Columbia College Degree Completion Bulletin, Division of Adult Higher Education, Columbia, Missouri, dated August 1, 2006.

Columbia College – Redstone Arsenal
Army Education Center
Bldg. 3222
Redstone Arsenal, AL 35898-5192
(256) 881-6181

Columbia College – Coast Guard Island
Building 42
Alameda, CA 94501-5100
(510) 437-1280

Columbia College – Lemoore
Navy College Office
Bldg. 826 Hancock Circle
NAS Lemoore, CA 93246-5009
(559) 998-8570

Columbia College – San Luis Obispo
Cuesta College Campus
San Luis Obispo, CA 93405
(805) 593-0237

Columbia College – Los Alamitos
Joint Forces Training Base,
Bldg. 6
4411 Yorktown Ave., Suite 117
Los Alamitos, CA 90720
(562) 799-9630

Columbia College – Aurora
14241 E. 4th Avenue
Aurora, CO 80011
(303) 340-8050

Columbia College – Guantanamo Bay
NS Guantanamo Bay
PSC 1005, P.O. Box 422
FPO/AE 09593
011-5399-5555
Columbia College – Jacksonville NAS
Box 137, Bldg. 110
Jacksonville, FL 32212-0137
(904) 778-9769

Columbia College - Jacksonville
 7077 Bonneval Road, Suite 114
 Jacksonville, FL 32216
 (904) 338-9150

Columbia College – Orlando
 2600 Technology Dr.
 Suite 100
 Orlando, FL 32804
 (407) 293-9911/9919

Columbia College –
 Patrick Air Force Base
 1020 Central Ave., G-2
 Patrick Air Force Base, FL
 32925-2901
 (321) 783-5506/3548

Columbia College – Ft. Stewart
 Education Center
 100 Knowledge Dr., Ste. 147
 Ft. Stewart GA, 31314
 (912) 877-3406

Columbia College –
 Hunter Army Airfield
 Education Center
 165 Markwell St., Bldg. 1290
 Hunter AAF, GA 31409
 (912) 352-8635
 Columbia College – Crystal Lake
 100 South Main St.
 Crystal Lake, IL 60014
 (815) 477-5440

Columbia College–Elgin
 1700 Spartan Dr.
 Elgin, IL 60123-7193
 (847) 697-1000 ext. 7197

Columbia College – Freeport
 2998 West Pearl City Rd.
 Freeport, IL 61032-9341
 (815) 599-3585

Columbia College – Lake County
200 Old Skokie Rd.
Park City, IL 60085
(847) 336-6333

Columbia College – Ft. Leonard Wood
Truman Education Center
268 Constitution St., Suite 14
Ft. Leonard Wood, MO 65473
(573) 329-4050

Columbia College – Christian County
741 N. 20th St .
Ozark, MO 65721
(417) 581-0367

Columbia College – Jefferson City
3314 Emerald Lane
Jefferson City, MO 65109
(573) 634-3250

Columbia College – Kansas City
4240 Blue Ridge Tower, Suite 400
Kansas City, MO 64133-1707
(816) 795-7936

Columbia College – Lake Ozark
900 College Blvd.
Osage Beach, MO 65065
(573) 348-6463
Columbia College – Moberly
101 College Ave.
Moberly, MO 65270
(660) 263-4110, ext. 336

Columbia College–Rolla
2303 North Bishop Ave.
P.O. Box 1701
Rolla, MO 65402-1701
(573) 341-3350

Columbia College – St. Louis
4411 Woodson Rd.
St. Louis, MO 63134
(314) 429-5500

Columbia College – Hancock Field
Hancock Field
6001 E. Molloy Rd., Bldg. 613
Syracuse, NY 13211
(315) 455-0690

Columbia College – Ft. Worth
NAS Ft. Worth JRB
Bldg. 1525
Ft. Worth, TX 76127
(817) 377-3276

Columbia College – Salt Lake City
2790 S. Decker Lake Dr.
Salt Lake City, UT 84119
(801) 972-6898

Columbia College – Marysville / Everett
Navy Support Complex
13910 45th Ave. NE. Suite 802
Marysville, WA 98271
(425) 304-4481

Columbia College – Whidbey Island
NAS Whidbey Island
3615 N. Langley Blvd.
Oak Harbor, WA
98278-1000
(360) 279-9030

Columbia College- Ft. Drum
4300 Camp Hale Road
Ft. Drum, NY
(315) 775-0128

APPENDIX E
INTERVIEW PROTOCOL

Interview protocol :

The Administration of Higher Education Extended Campus Locations with a Distance Learning Component: An Analysis of Best Leadership Practices at Columbia College

Pre-Interview Discussion:

I would like to thank you for agreeing to participate in this interview. I would also like to remind you that you do not have to participate in this research study. You can end your participation at any time without consequence. You do not have to answer any questions you do not want to answer.

I am Don Stumpf and currently I work as the director of Columbia College's Fort Stewart Campus. I have worked in higher education for a number of years and this interview is the culminating project of my pursuit of a Doctorate in Education. I have specialized in the study of educational administration relative to leadership in the administration of distance learning programs. The initial interview questions will address your background and experience in higher education.

The interview will take approximately one hour to complete and it will be taped, transcribed, and the interview tape will be destroyed upon completion of the project. The final project may include excerpts and analysis from the interview. However, all identities and responses will be kept confidential. The purpose of the interview is to enrich data collected during the quantitative phase of the research study. The Leadership Practices Inventory-Self (LPI-Self) survey instrument developed by James Kouzes and Barry Posner was used to gather quantitative data relative to the extended campus director's leadership practices in the administration of distance learning programs at

Columbia College's extended campus locations. I will provide you with a brief summary of their leadership model and then ask you to answer a series of open-ended questions.

Are there any areas you wish to clarify with regard to the interview process?

Interview Questions – Part I:

We will begin the interview process at this time.

Although I collected demographic data during the course of the research study, I would like you to tell me about your background before we get started on the data.

1. Describe your current position and tell me about your experience in higher education? How do you feel that distance learning programs have affected your position as director/supervisor?
2. Do you have any questions before we continue the interview?

Interview Questions – Part II:

The research study is based on the Kouzes and Posner model mentioned earlier and I will now provide a brief overview of their model before we actually start the interview.

Kouzes and Posner have described five specific and measurable leadership practices. These leadership practices are identified as challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.

The idea of challenging the process as a best leadership practice is exemplified by the leader's ability to capitalize on opportunity and develop a sense of innovation in leadership.

Leaders inspiring a shared vision are able to enlist others in the pursuit of that vision. Leadership is envisioning the future and using this vision as a force to improve the organization.

Leaders within the organization provide guidance and leadership when enabling others to act by creating a sense of ownership within the organization.

Leaders modeling the way set the example for others within the organization using their personal behavior to establish a standard of shared values within the organization.

Finally, those leaders that develop a sense of community, an organizational collective that rewards performance within the group exemplify encouraging the heart as a best leadership practice.

The following questions are related to the five leadership practices, the administration of distance learning programs, and the organizational expectations for leadership.

Begin Questions – Part II:

3. Why do you believe that distance learning programs have grown significantly over the last few years?
4. How would you describe the impact of distance learning programs on the administration of the extended campus?
5. Describe the role of leadership in the administration of distance education programs at the extended campus?

6. How would you differentiate between the leadership practices exhibited in the day-to-day operation of the campus and those specific to the administration of distance learning programs?
7. How would you describe the organizational expectations for leadership in the administration of distance learning programs?

This concludes the interview process. Do you have any closing thoughts?

APPENDIX F

DEMOGRAPHIC DATA SURVEY INSTRUMENT

Part I. Demographic Data

The following demographic data will help identify similarities and differences in the leadership behaviors measured by the LPI-Self relative to the administration of higher education extended campus locations with a distance learning component.

Please mark the appropriate response(s).

A. Your current educational level:

- 1) Ph.D / Ed.D
- 2) Ed. S
- 3) Masters
- 4) Bachelors

B. Total Higher Education Administration Experience:

- 1) 1-5 years
- 2) 6-10 years
- 3) 11-15 years
- 4) 16-21 years
- 5) over 21 years

C. Years in Current Position:

- 1) 1-5 years
- 2) 6-10 years
- 3) 11-15 years
- 4) 16-21 years
- 5) over 21 years

D. Gender:

- 1) M
- 2) F

E. Age: _____

APPENDIX G

LPI STATEMENTS BY LEADERSHIP PRACTICE

Leadership Practice	LPI-Self Items Related to Practice
Model the Way	<p>1. Sets a personal example of what is expected</p> <p>6. Makes certain that people adhere to agreed-on standards</p> <p>11. Follows through on promises and commitments</p> <p>16. Asks for feedback on how his/her actions affect people's performance</p> <p>21. Builds consensus around organization's values</p> <p>26. Is clear about his/her philosophy of leadership</p>
Inspire a Shared Vision	<p>2. Talks about future trends influencing our work</p> <p>7. Describes a compelling image of the future</p> <p>12. Appeals to others to share dream of the future</p> <p>17. Shows others how their interests can be realized</p> <p>22. Paints "big picture" of group aspirations</p> <p>27. Speaks with conviction about meaning of work</p>
Challenge the Process	<p>3. Seeks challenging opportunities to test skills</p> <p>8. Challenges people to try new approaches</p> <p>13. Searches outside organization for innovative ways to improve</p> <p>18. Asks "What can we Learn?"</p> <p>23. Makes certain that goals, plans, and milestones are set</p> <p>28. Experiments and takes risks</p>

<p>Enable Others to Act</p>	<p>4. Develops cooperative relationships</p> <p>9. Actively listens to diverse points of view</p> <p>14. Treats others with dignity and respect</p> <p>19. Supports decisions other people make</p> <p>24. Gives people choice about how to do their work</p> <p>29. Ensures that people grow in their jobs</p>
<p>Encourage the Heart</p>	<p>5. Praises people for a job well done</p> <p>10. Expresses confidence in people's abilities</p> <p>15. Creatively rewards people for their contributions</p> <p>20. Recognizes people for commitment to shared values</p> <p>25. Finds ways to celebrate accomplishments</p> <p>30. Gives team members appreciation and support</p>

APPENDIX H
INFORMED CONSENT NOTICE

COLLEGE OF EDUCATION

DEPARTMENT OF LEADERSHIP, TECHNOLOGY, AND HUMAN DEVELOPMENT

INFORMED CONSENT NOTICE

1. This study will be conducted by Don Stumpf in partial fulfillment of the requirements for the degree Doctor of Education in Educational Administration. The study is part of the doctoral dissertation mandated by Georgia Southern University to complete the degree requirements.
2. Purpose of the Study: The purpose of this study is to determine the best leadership practices of extended campus directors in the context of the administration of higher education distance learning programs at extended campus locations.
3. Procedures to be followed: Participation in this research will include completion of the Leadership Practices Inventory – Self survey instrument and a demographic survey instrument. You may be asked to participate in a qualitative interview.
4. Discomforts and Risks: Discomforts and Risks: There are minimal risks in participating in this research. Minimal risk is defined as the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.
5. Benefits: This research will add to the body of academic knowledge related to educational administration and leadership practices, specifically in the administration of distance learning programs at the extended campus.
6. Duration: It will take approximately 20 minutes to complete the survey instruments. Interviews will last approximately 45 to 60 minutes.
7. Statement of Confidentiality: All identities and survey instrument responses will be kept confidential. The information collected during the study will be secured in a locked security cabinet in the researcher's residence. Only the researcher and the faculty advisor will have access to the information collected during the study. The final report will not include any information that would identify participants of the study. The electronic transmission of information using the Internet limits the assurance of confidentiality. Precautions against unauthorized access to the survey instruments include the use of a password protected secure email account for the transmission of the survey instrument. Audio tapes of the interview sessions will be destroyed after they are transcribed for data analysis.

8. Right to Ask Questions: Participants have the right to ask questions and have those questions answered. If you have any questions concerning this research study, please contact Don Stumpf by email at dsstumpf@ccis.edu or phone (912) 877-3406. You may also contact my faculty advisor, Dr. Walter Polka, at Georgia Southern University, by phone at (912) 681-5600 or by email at wpolka@georgiasouthern.edu. If you have any questions or concerns about your rights as a research participant in this study contact the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912)681-5465.
9. Compensation: There is no compensation provided to participants.
10. Voluntary Participation: You do not have to participate in this research study. You can end your participation at any time without consequence by notifying the principal investigator or not returning your survey instruments. You do not have to answer any questions you do not want to answer.
11. Penalty: There is no penalty for deciding not to participate in this study.
12. You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below.

You will be given a copy of this consent form to keep for your records.

Title of Project:	The Administration of Higher Education Extended Campus Locations with a Distance Learning Component: An Analysis of Best Leadership Practices at Columbia College
Principal Investigator:	Don Stumpf - 100 Knowledge Dr, suite 147 Ft. Stewart, GA 31314 Telephone - (912) 877-3406 Email address - dsstumpf@ccis.edu
Faculty Advisor:	Dr. Walter Polka Georgia Southern University P.O. Box 8131, Statesboro, Georgia 30406. Telephone - (912) 681-5600 Email address - wpolka@georgiasouthern.edu .

Participant Signature

Date

I, the undersigned, verify that the above informed consent procedure has been followed.

Investigator Signature

Date

APPENDIX I
LETTER TO PARTICIPANTS



COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP,
TECHNOLOGY AND HUMAN
DEVELOPMENT

The Administration of Higher Education Extended Campus Locations with a Distance Learning Component: An Analysis of Best Leadership Practices at Columbia College

Dear Campus Director:

I am requesting your participation in a study of best leadership practices associated with the administration of distance learning programs at higher education extended campus locations. The study is being conducted as part of a doctoral dissertation at Georgia Southern University. This letter is to request your assistance in collecting data using the survey instrument outlined in the following paragraph.

The survey instrument consists of two parts: Part I, "Demographic Data," is designed to gather information about your higher education administration experiences. Part II, "Leadership Practices Inventory – Self," is a survey instrument designed by Kouzes and Posner (2002) to measure leadership behaviors associated with specific leadership practices incorporated by leaders that positively influenced organizational performance. Your answers should reflect only those leadership practices used in association with the administration of distance learning programs at your campus.

Should you elect to participate, the survey instrument is available for download through the Columbia College Outlook Webmail Access server (<https://webmail.ccis.edu>) using the email account lpi@ccis.edu. Log on to the server with the user name "lpi" and the password "director". The completion of the survey should take you about 20 minutes. It is not necessary to put your name on the survey instruments. Upon completion, simply log back on to the email account and email the survey as an attachment to lpi@ccis.edu.

Completion of the survey instruments will be considered as consent to use your responses in analyzing the leadership behaviors of extended campus directors in the administration of distance learning programs at higher education extended campus locations. The demographic data will also be used as part of the study. Please be assured that your responses will be confidential. If this research is published, no information that would identify you will be written. The data will be most useful if you respond to every

item on this instrument; however, you may choose not to answer one or more of the items on the survey.

If you have any questions about accessing the survey instrument, please contact Don Stumpf by email at dsstumpf@ccis.edu or phone (912) 877-3406. You may also contact my faculty advisor, Dr. Walter Polka, at Georgia Southern University, P.O. Box 8131, Statesboro, Georgia 30406. Dr. Polka may also be contacted by phone at (912) 681-5600 or by email at wpolka@georgiasouthern.edu. If you have any questions or concerns about your rights as a research participant in this study, they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912)681-5465.

Let me thank you in advance for your assistance in studying this question.

Respectfully,

Don Stumpf, Director
Columbia College – Fort Stewart
912 8773406
dsstumpf@ccis.edu

APPENDIX J

EMAIL: SURVEY INSTRUMENT

From: lpi@ccis.edu

Sent:

To: Extended Campus Directors

Subject: Survey Instrument - Parts I and II

Thank you for agreeing to participate in this research study. Please download and complete the attached survey instruments. Your answers should reflect only those leadership practices used in association with the administration of distance learning programs at your campus.

It should only take 20 minutes to complete the attached survey instruments. It is not necessary for you to put your name on the survey instruments.

The completed survey instruments should be returned to this email account as an attachment. You may access lpi@ccis.edu from the Columbia College Outlook Webmail Access server at <https://webmail.ccis.edu>.

The User Name for this account is "lpi". The Password for this account is "director".

Thank You

Don Stumpf
Director - Fort Stewart Campus
Columbia College
100 Knowledge Drive, Suite 147
Fort Stewart, GA 31314
www.ccis.edu

Phone (912) 877-3406

Fax (912) 877-3415

APPENDIX K
CAMPUS DIRECTOR JOB DESCRIPTION

Job Description & Specification – Director: Extended Campus
Administrative Area: Division of Adult Higher Education (AHE)
Campus: AHE Sites

Status: Exempt
Full-time
Regular

Job Summary: Oversee the overall delivery of the curriculum and other aspects of the academic program of the site.

Duties and Responsibilities:

Academic

- Monitor the development and execution of the curriculum and academic programs of the college at the local level. Includes provisions for the administrative requisites of students taking courses with the online campus, classroom visits, preparation of the routine or special reports relative to adjunct faculty performance as may be required, and counseling adjunct faculty as it relates to known performance deficiencies.
- Ensure existing degrees and course offerings are appropriated for the local students and community demographic make-up.
- Ensure students are aware of the Columbia College counseling services.
- Ensure sufficient library resources are available for students and faculty use: adequate resource material to support courses and curriculum offerings.
- Ensure adequate classroom and advising facilities.
- Ensure classes are conducted in accordance with Columbia College policy and procedures.
- Identify and nominate a sufficient number of potential adjunct faculty to ensure approved curriculum can be taught by qualified teachers, both for in-class and online education courses.
- Conduct at least two faculty workshops annually for the purposes of keeping faculty abreast of current and new policies and procedures.
- Monitor adjunct faculty performance and regard, develop or replace as necessary.

- Identify and encourage adjunct faculty to participate in annual faculty integration workshop conducted at the main campus.
- Facilitate communication and collegiality between and among adjunct faculty and on-campus faculty.
- Conduct annual graduation ceremony at the local site, in compliance with established guidelines and procedures, and in coordination with the Division of Adult Higher Education.

Administrative

- Serve as local college liaison with appropriate private, state, and federal agencies. Inform the Vice President of AHE of any adjustments that may be required in Columbia College policy and procedures to comply with changes in local law or regulations.
- Supervise staff.
- Maintain a sufficient supply of Columbia College forms to accomplish administrative and academic tasks.
- Ensure timely submission of invoices to home campus for payment.
- Maintain a permanent, current and accurate file of Columbia College correspondence at the branch location.
- Maintain and keep current student files and records.
- Maintain and keep adjunct faculty files.
- Develop and execute marketing plan for recruitment of in-class and online education students.
- Ensure student recruitment is accomplished in accordance with established Columbia College policies and procedures.
- Actively pursue fund raising opportunities through the cultivations and solicitation of alumni, local businesses, and special friends of the college. Fund raising endeavors should be planned and coordinated through the Development and Alumni Services office.

Budget

- Provide input to the Vice President of AHE on: projected income during the budget year, projected expenditures during the budget year.
- Make recommendations concerning non-budgeted or additional expenditures when required.
- Execute budget.
- Perform other duties as directed from time to time.

Supervision Received: Vice President of AHE; Regional Director

Supervision Given: Division of Adult Higher Education

Minimum Qualifications: Master's Degree with experience in Higher Education.

This job description is not meant to be all-inclusive of every duty and responsibility required by the employee in the position.

APPENDIX L

PERMISSION TO USE THE LEADERSHIP PRACTICES –SELF SURVEY

INSTRUMENT

KOUZES POSNER INTERNATIONAL

15419 Banyan Lane
Monte Sereno, California 95030 USA
FAX: (408) 354-9170

February 27, 2006

Mr. Don Stumpf
805 Hopeton Court
Hinesville, Georgia 31313

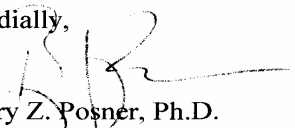
Dear Don:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to reproduce the instrument as outlined in your request, at no charge, with the following understandings:

- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2005 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
- (3) That one (1) **bound** copy of your dissertation and one (1) copy of **all** papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

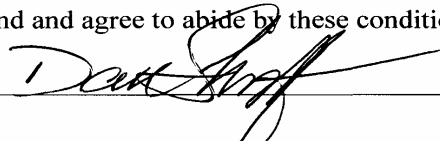
If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,


Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed)



Date:

27 FEB 2006

APPENDIX M

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL

Georgia Southern University Office of Research Services & Sponsored Programs Institutional Review Board (IRB)		
Phone: 912-681-5465	Administrative Annex P.O. Box 8005 Statesboro, GA 30460	
Fax: 912-681-0719	Ovrsight@GeorgiaSouthern.edu	

To: Don Stephen Stumpf
805 Hopeton Court
Hinesville, GA-31313

CC: Dr. Walter Polka
P.O. Box-8131

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: July 6, 2007

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered: **H07249**, and titled "**The Administration of Higher Education Extended Campus Locations with a Distance Learning Component: An Analysis of Best Leadership Practices at Columbia College**", it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,



N. Scott Pierce
Director of Research Services and Sponsored Programs

APPENDIX N

INSTITUTIONAL LETTER OF SUPPORT



June 6, 2007

Georgia Southern University
Office of Research Services and Sponsored Programs
Institutional Review Board
Administrative Annex
P.O. Box 8005
Statesboro, GA 30460

Dear Board Members:

This letter certifies that the Division of Adult Higher Education at Columbia College supports the proposed research study entitled "The Administration of Higher Education Extended Campus Locations with a Distance Learning Component: An Analysis of Best Leadership Practices at Columbia College".

Don Stumpf, Director of the Fort Stewart Campus, will conduct this study as part of the requirements for the degree of Doctor of Education in Educational Administration.

The role of the extended campus director has changed dramatically with the continued growth of the online campus at Columbia College. Directors are now expected to provide leadership in both the land-based and distance-learning components of the programs associated with the Division of Adult Education.

It is my understanding that participation in the proposed study by Columbia College Directors and Deans will require the completion of the Leadership Practices Inventory developed by Kouzes and Posner to measure five specific leadership practices incorporated by leaders that positively influenced organizational performance. In addition, several of the current directors will be asked to take part in a qualitative interview designed to enrich the data collected using the survey instrument.

Mr. Stumpf will provide the survey instrument and contact the individual directors selected for the qualitative interviews.

In addition, Mr. Stumpf will request that the assistant and associate deans who supervise campus directors participate in similar interviews that will enrich the information gathered using the survey instrument.

Columbia College is in full support of the research study and looks forward to seeing the result of Mr. Stumpf's research.

Sincerely,

Mike Randerson
Vice President for
Adult Higher Education

1001 Rogers Street
Columbia, MO 65216
573/875-8700
fax 573/875-7209
www.ccis.edu

APPENDIX O

PERSONAL LETTER OF SUPPORT



TO: Directors, Columbia College
 FROM: Mike Randerson, Vice President *MR*
 SUBJECT: Don Stumpf's Doctorial Research
 DATE: June 6, 2007

Don is a doctoral student at Georgia Southern University and he has worked for the Division of Adult Higher Education for nearly four years. Don will conduct a study as part of the requirements for the degree of Doctor of Education in Educational Administration.

This memo certifies that the Division of Adult Higher Education at Columbia College supports the proposed research study entitled "The Administration of Higher Education Extended Campus Locations with a Distance Learning Component: An Analysis of Best Leadership Practices at Columbia College".

The proposed study will examine the application of best leadership practices in the administration of the higher education extended campus with a distance-learning component from the perspective of the extended campus director.

Your participation in the proposed study requires the completion of the Leadership Practices Inventory developed by Kouzes and Posner to measure five specific leadership practices incorporated by leaders that positively influenced organizational performance. In addition, several of the current directors will be asked to take part in a qualitative interview designed to enrich the data collected using the survey instrument. Don will provide the survey instrument and contact the individual directors selected for the qualitative interviews. Your individual responses to the survey and subsequent interview questions will be kept confidential between you and Don.

In addition, Don will request that the assistant and associate deans who supervise campus directors participate in similar interviews that will enrich the information gathered using the survey instrument.

1001 Rogers Street
 Columbia, MO 65216
 573/875-8700
 fax 573/875-7209
 www.ccis.edu